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Government of Saskatchewan

Annual Report 1981-82

Saskatchewan Education

The Seventy-Seventh Annual Report of the Saskatchewan Department of Education

for the period from

July 1, 1981 to June 30, 1982

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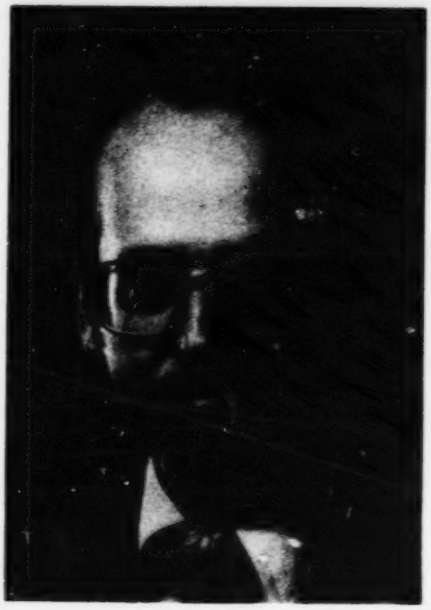

Saskatchewan

Minister of Education

Legislative Building
Regina, Canada
S4S 0B3

July 1, 1982

The Honorable C. Irwin McIntosh,
Lieutenant Governor of the Province of Saskatchewan

Sir:

I have the honor to transmit herewith the annual report of the provincial Department of Education for the year ending June 30, 1982.

Respectfully submitted,

Gordon Currie

The Honorable Gordon Currie
Minister of Education

Saskatchewan

Deputy Minister of Education

2220 College Avenue
Regina, Canada
S4P 3V7

July 1, 1982

The Honorable Gordon Currie
Minister of Education

Sir:

I have the honor to submit for your consideration the annual report of the Department of Education for the year ending June 30, 1982.

Respectfully submitted,

R. Clayton

Ray Clayton
Deputy Minister of Education

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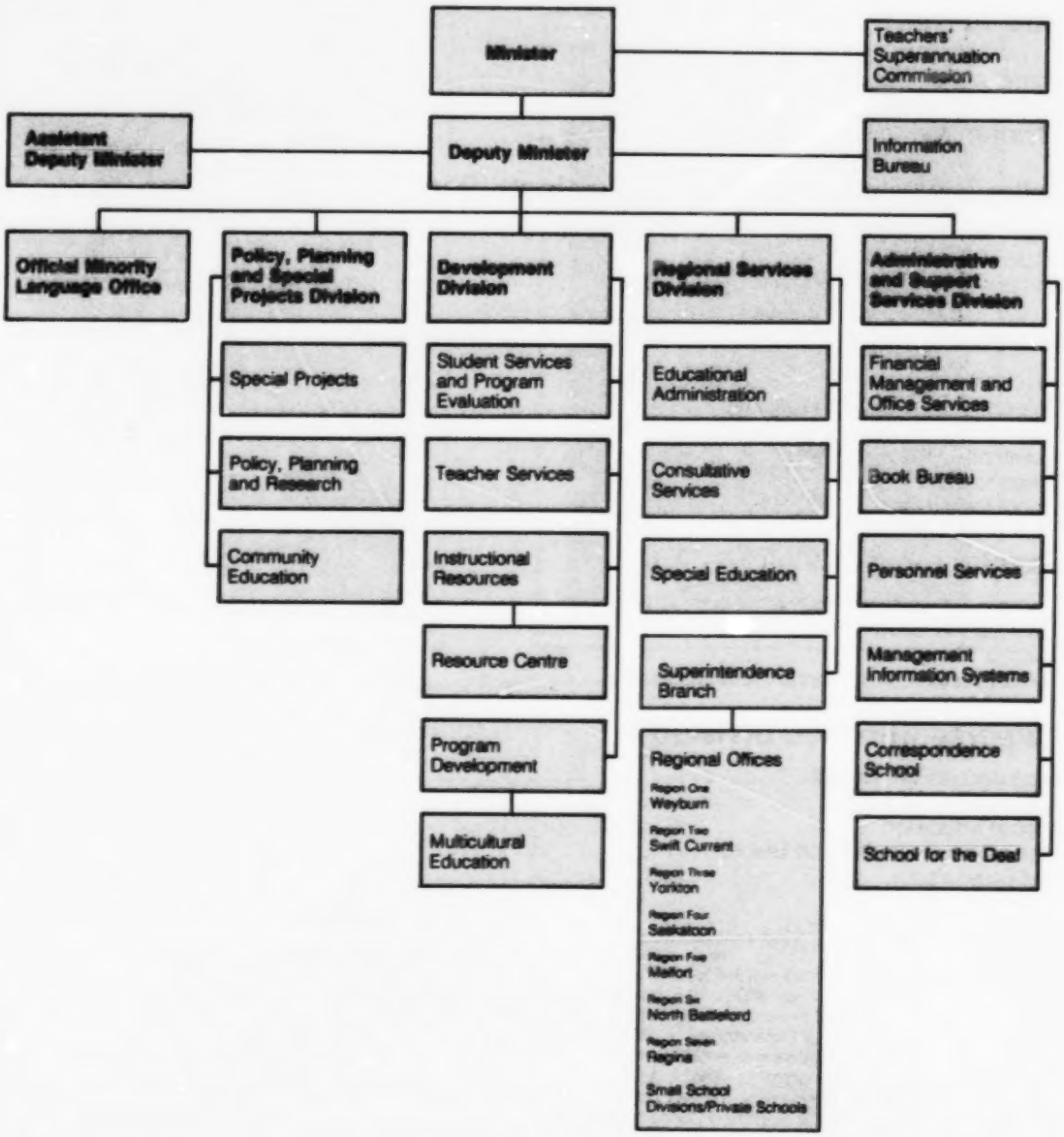


Introduction

During the 1981-82 reporting year Saskatchewan Education intensified its exploration of new policy directions designed to meet the challenges of the coming decade.

A Minister's Advisory Committee for Curriculum and Instruction Review was appointed in November, 1981 to assess the adequacy of educational programs in meeting present and future needs of Saskatchewan students. The advisory committee was asked to investigate the best possible way of meeting learning needs of children and youth today including a consideration of how they related to a changing society.

A new social studies curriculum with a strong Saskatchewan perspective was recommended in a report of the Social Studies Task Force which was presented to the Minister in March.

The report, after a year-long study by the task force, made 36 recommendations on the content and instruction of social studies at both the elementary and secondary level. Major recommendations included: making social studies compulsory from kindergarten to Grade 12; organizing the curriculum around themes, problems and issues; adopting a multidisciplinary approach to social studies; stressing the interdependency of local, national and international events; and showing the interrelationships of past, present and future.

The formation of a Heritage Languages Advisory Committee to advise the Minister on programming in languages other than English and French was also announced during this reporting period. The committee was asked to examine the relationship between heritage language programs in regular schools and those offered outside the K-12 system.

Public input was also invited in the development of a new health education curriculum for Division III. A questionnaire and information packet was distributed to school personnel, parents, health professionals and organizations, and others with an interest in school health education programs.

A new policy on the education of gifted students was formulated with the intent to provide enriched classroom learning opportunities for students with demonstrated or potentially outstanding abilities. The development of the policy included work within the Department as well as discussions with teachers, school divisions, parents and other interest groups.

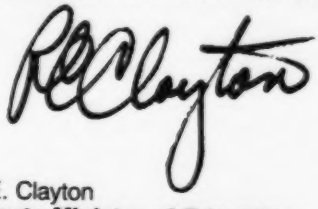
To meet another area of need, an Alcohol and Drug Education Consultant was appointed to support community-based programs for the prevention of alcohol and drug abuse. The consultant will establish and maintain active communications between the community, organizations and schools to develop preventative programs. Another major responsibility will be to ensure the continuation of the successful Safe Graduation Campaign initiated in the previous reporting year.

The Department announced in March that the minimum requirement for a teaching certificate in Saskatchewan will be four years of training. Teachers beginning their training after September 1, 1982 would be required to take four years of university training before they qualified for a teaching certificate. Three year standard certificates would continue to be issued to teachers who complete their training before December 31, 1984.

Together with the public and separate school divisions in Saskatoon, the Department hosted the 1981 convention of the Canadian Education Association (C.E.A.), which attracted more than 1,000 delegates. The convention theme, an examination of progress in education, led to many fruitful and stimulating discussions of the Canadian education system.

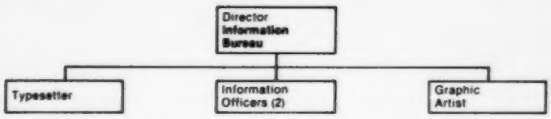
Another highlight of the reporting year was the appointment of a Saskatchewan Minister of Education for the first time as chairman of the Council of Ministers of Education, Canada (CMEC). The CMEC, formed by Canada's 10 provinces in 1967, is a national body for cooperation and coordinated planning of education in Canada.

Further details of these and numerous other events are provided in this report which reflects a year during which the Department undertook many exciting and fruitful activities to meet the needs of the Saskatchewan educational community.



R.E. Clayton
Deputy Minister of Education

Information Bureau



During the 1981-82 reporting period, the Information Bureau continued to carry out its major function of providing information about Department of Education policies, programs and activities to Saskatchewan school officials, parents, teachers, students and the general public.

Information personnel prepared and distributed 138 news releases on a variety of education-related subjects, and provided assistance to individual reporters, researchers and editors seeking information about the Saskatchewan educational system.

The Bureau also coordinated the design, production and printing of all Department publications, including curriculum guides, teacher handbooks, resource bibliographies and Correspondence School courses. Services to other branches of the Department included writing, editing, typesetting, design, graphic arts, illustrations, photography and supervision of production and printing projects at commercial printing companies.

Other public communications activities carried out during the year included the writing and production of various informational pamphlets, brochures and poster series which were circulated to the general public.

The Information Bureau also produced and distributed *Chronicle* — a newsletter circulated to 14,500 teachers, principals, superintendents and school trustees — as well as designing and producing several other newsletters distributed by other branches.

Other major projects during the year included:

- design and production of several topical displays for use at various national and provincial conferences.
- participation in the planning and publicity for the national C.E.A. Conference hosted by the Department and the Saskatoon public and separate school divisions.
- participation in a province-wide public awareness campaign for Education Week.
- implementation of the Saskatchewan Visual Identity program in public communications, together with appropriate staff training and development.

The Official Minority Language Office (O.M.L.O.)

The Official Minority Language Office (O.M.L.O.) is responsible for the development and implementation of French language education programs and instructional resources in Saskatchewan.

O.M.L.O. also provides consultative services to school divisions, participates in the negotiation of federal-provincial agreements on bilingualism in education, and serves the minister in an advisory capacity on the designation of French language programs and on legislation and policy for French language education.

Objectives

Major objectives of this division are:

- To implement designated French language, French immersion/bilingual programs.
- To develop French language courses appropriate to provincial programs of study.
- To identify, develop, and evaluate textbooks and learning resource materials.
- To promote the extension of French language instruction in schools.
- To provide consultative services for designated school programs.
- To develop and implement a program of research and evaluation in the area of French language education.
- To assist in the negotiation of federal-provincial agreements on bilingualism in education.
- To provide liaison with teacher training programs as a means of improving the quality and supply of French language teachers.

Policy

During the year under review, O.M.L.O. revised regulations governing the operation of designated schools. The changes facilitated a systemized planning process through the development and presentation of action plans and the establishment of deadlines; clarified the respective roles of parents, boards, department and the minister of education; made boards and department accountable for federal and provincial incremental support toward French programs; and clarified the financial and organizational responsibilities of boards with respect to the transportation of students.

Another major undertaking was the establishment of policy and procedures for a detailed analysis of the Core French and Advanced program needs to determine future directions.

Program Development and Implementation

Designated Programs

Curriculum outlines in French Language Arts, Social Studies, Mathematics and Sciences were developed and presented to teachers, principals, superintendents and directors of education involved in designated programs.

Four regional workshops were held in November, 1981 to present curricula and to establish a long term feedback process. Additional workshops were planned for Mathematics, Sciences and French Language Arts.

Advanced French Program

Information concerning program effectiveness and future needs was obtained through on site visitations to 20 schools offering daily instruction in French literature and composition.

Core French

A research project to determine future needs in the Core French program was also undertaken during 1981-92. Nearly 3,000 administrators, teachers, students and their parents were selected at random to participate in a survey designed to obtain opinion samples and demographic data required to direct the future thrusts of this program.

Professional and Teacher Training Development

O.M.L.O. provided consultative support in the development of a proposal to establish a program of studies leading to a Bachelor of Education Degree for designated-school teachers. The program is to be inaugurated at the University of Regina, Faculty of Education in the fall of 1982.

Teachers were encouraged, through federal-provincial program assistance, to participate in a number of workshops, conferences and courses held on French education.

Instructional Resources

School boards were assisted in the evaluation and acquisition of instructional resources for designated French language and immersion programs, under the auspices of a federal-provincial program administered by O.M.L.O.

Each Division I and II Core French teacher received a "Sample Test Booklet" for Division I and II.

Designated schools received a list of suggested instructional resources.

Evaluation and Research

The services of the Ontario Institute for Studies in Education (O.I.S.E.) were contracted to develop a Grade 3, 6 and 9 set of evaluative instruments for French language and immersion programs. A Saskatchewan Evaluation Advisory Committee composed of administrators, teachers, parents and department officials advises O.I.S.E. in its work.

An extensive research project was established to evaluate the Core French program and will recommend some future direction and priorities.

Federal-Provincial Program

Working with the Secretary of State's Office, O.M.L.O. developed a programming strategy which will enable the province to better respond to its professional, program, cultural and heritage development needs.

Methods were also approved to better coordinate the provincial programs at the Kindergarten to Grade 12 and post secondary levels.

The Department of Education administers the following federal-provincial programs:

- French teacher bursary program
- Monitor program for francophones
- Second language monitor program

Teacher Recruitment

O.M.L.O. assisted boards in meeting their staffing needs by conducting information sessions in Quebec for prospective core and designated French teachers. A referral system was also established.

Consultative, Liaison and Representative Services

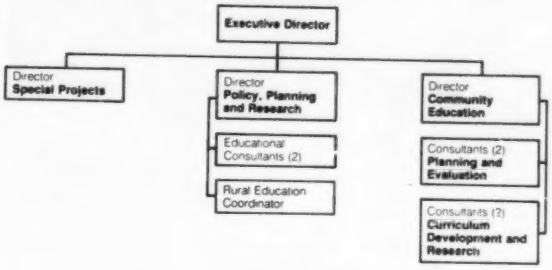
Two educational consultants assisted teachers, principals and superintendents in the general evaluation of French programs by providing consultative services relating to program implementation and improvement. Staff members represented the department on four committees of the Council of Ministers of Education, Canada, as well as serving on the Saskatchewan Association of Teachers of French Committee. A close liaison was maintained with the French Cultural Association of Saskatchewan (A.C.F.C.), the University of Regina, University of Saskatchewan, the Canadian Association of French Language Educators, the Canadian Parents for French Association, and other organizations involved in French education.

Minister's Advisory Committee

The Official Minority Language Advisory Committee met on three occasions to provide recommendations to the Minister of Education concerning French language education.

Policy, Planning and Special Projects Division

The division is responsible, in consultation with teachers, trustees and parents, for the coordination of policy, planning and research activities and the implementation of programming for Native students.



Policy, Planning and Research Branch

The Policy, Planning and Research Branch is responsible for policy development, short and long-term planning activities and research projects within the department.

Policy

During the last reporting period the branch reviewed department policies and administrative procedures. On several occasions the branch gave assistance to department personnel in the development of policy statements.

A major task undertaken by the branch was to complete development and to assist in implementation of the policy with regard to gifted students. In cooperation with the Special Education Branch, several meetings were held in the province to discuss implementation guidelines. As well, assistance was given to the Program Development Branch in developing strategies for meeting the needs of gifted students in provincial courses of study.

Planning

The branch was involved in the planning and implementation of the Minister's Advisory Committee on Curriculum and Instruction Review, the Rural Education Project and the Shared Services Plan.

The Curriculum Review Committee is to assess the adequacy of educational programs in meeting the present and future needs of students and report to the Minister of Education by October, 1983. The committee was established in November, 1981 and by the end of the reporting period had established plans for carrying out research, and receiving input from the public.

The branch worked closely with the Regional Services Division in the development of the Shared Services Plan. The Plan provides special grants to school divisions which come together to deliver speech therapy and school psychology services according to a jointly developed plan.

In May, 1982 the branch released the publication *Enrolment Projection 1982 to 1989*. It provided enrolment projections for each of the 73 geographical areas, formed by the boundaries of the 60 provincial school divisions and the 12 cities. These were aggregated on a rural-urban and a provincial basis. The purpose of the projections was to assist the school divisions and the department in making long-term plans.

Research

Through the Research and Information System Steering Committee the branch has assisted the department and non-departmental personnel in the design and conduct of research activities. In addition, it has cooperated with groups such as the S.S.T.A. and the S.T.F. in monitoring research activity in the province.

In association with the S.S.T.A., the branch planned and funded a major provincial study of school dropouts. The study is designed to determine the dropout rate in the province, and ascertain the reasons and factors associated with dropping out of school. The University of Saskatchewan is conducting the study which should be complete early in 1983.

Special Projects Branch

Special Projects Branch is responsible for formulating sectoral development strategies and special project initiatives.

Since 1981 it has assumed responsibility for the administration of the Innovative/Developmental Project Fund. The branch allocates funds for regional innovative projects and provincial developmental projects.

A portion of the branch's work has been devoted to women and education. Besides its continued involvement with the Saskatchewan Teachers' Federation Women's Advisory Committee, the branch has been instrumental in the planning and sponsorship of the Summer Institute on Women in Education held at the University of Saskatchewan.

During the reporting period, a supplementary activities guide and bibliography to the K-12 Career Education program was under development.

On an inter-divisional basis the branch provides evaluative services for the assessment of sexism in print and non-print materials.

A review of the access to educational services by refugees/immigrants in Saskatchewan has been conducted. It provided information on the present situation as well as policy recommendations.

Community Education Branch

The Community Education Branch is responsible for the development, implementation and evaluation of new program initiatives to assist schools which have a high enrolment of Native students and/or students who live in the inner-city areas.

■ Community Schools Program

In cooperation with public and separate school divisions in Saskatoon, Regina and Prince Albert, a new Community Schools Program has been implemented. The purpose of the program is to provide greater opportunities for students through the encouragement of parental participation and through the provision of additional resources enabling schools to employ Native personnel and develop new curriculum thrusts. As of September, 1981 the program has been established in 15 schools in Regina, Saskatoon and Prince Albert.

■ Saskatchewan Urban Native Teacher Education Program (SUNTEP)

In cooperation with the Gabriel Dumont Institute of Native Studies and the Universities of Regina and Saskatchewan, an off-campus Native teacher training program has been established. The purpose of the program is to provide an opportunity for Native teachers-in-training to participate in a specialized program. In addition to academic instruction leading to a Saskatchewan teaching certificate, the SUNTEP off-campus centres will provide Native teachers-in-training with urban classroom experience and access to a wide range of curriculum and instructional resources. In September, 1980, two SUNTEP centres were established: one in Regina and one in Saskatoon. In September of 1981 a third centre in Prince Albert was established. As of June, 1982, 75 Metis and Non-Status Indian students were enrolled in the program.

■ Saskatoon Native Survival School

The Survival School was established as a result of concerns expressed by Native parents over the apparent failure of a number of urban schools to adequately provide for the particular educational needs of many Native children. The School was established with the cooperation and support of the St. Paul's Roman Catholic Separate School Division.

The curriculum in the Survival School places a heavy emphasis on Native culture and values with an eye to building self-identity. The curriculum is designed to help students develop the skills necessary for coping in society. Students are able to continue their academic education but in a more flexible setting and at a pace more conducive to meeting their needs. Students spend one half day on academic subjects and the other half day on Native-oriented courses and activities.

The Survival School also encourges participation by Native parents in the education of their children. The school is governed by a parent council. There were 75 students enroled at the school in the 1981-82 school year.

■ Native Curriculum Development

The Community Education Branch is responsible for coordinating the development of Native curriculum resource materials in cooperation with Native organizations and other groups involved in curriculum development. The branch is also responsible for the review and evaluation of existing Native curriculum materials.

Projects under development in the 1981-82 year have included research and material development in the areas of Native law, Native labour and Dakota ethno-history.

■ Alternative Schools Program

The objective of this program is to provide alternative learning environments for students who have dropped out of the regular school system. In the fall of 1981, the department seconded a development worker to facilitate the development and implementation of alternative education programs in other centres such as Prince Albert, Moose Jaw and Regina.

■ Research Program

The research program within the branch has three major components: the examination of certain educational issues, the collection of demographic data, and program evaluation. The

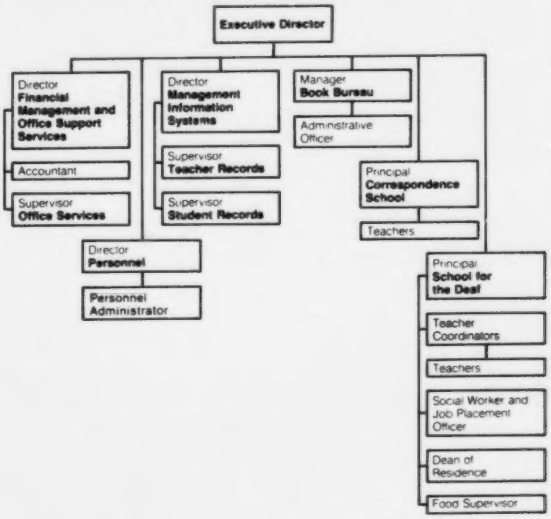
function of the research program is to provide a data base on Native and inner-city education which will assist in developing directions for program design and implementation.

A major study during the 1981-82 year has been the Inner-City Dropout Study. The study is designed to determine the frequency with which students are prematurely withdrawing, to examine the reasons behind their withdrawal, and determine what happens to them after they withdraw.

Administrative and Support Services Division

The Administrative and Support Services Division is responsible for the provision of centralized services to other divisions of the department as well as providing centralized support services to the educational system of Saskatchewan.

The centralized services include: personnel services, management information systems, accounting and estimates preparation, office services and administration. The operations that support the school divisions are the Saskatchewan Book Bureau, the Saskatchewan Correspondence School and the Saskatchewan School for the Deaf.



Personnel Services

The Personnel Services Section is responsible for all personnel activities which include: interpreting and implementing the Collective Agreement; developing and administering personnel policies and procedures; processing transactions and maintaining records; and assisting branch managers with staffing, classification, performance evaluation and management-employee relations. The section also conducts needs analyses in staff training and develops or coordinates training resources to meet the needs; provides orientation seminars for new employees; holds informational meetings on special issues for staff; coordinates the department's affirmative action program; and publishes a weekly staff newsletter which serves as a collective memorandum of information of interest to all employees.

Management Information Systems

The Management Information Systems Branch provides electronic data processing for record keeping systems such as teacher and student records, finance and budgeting, school finance and schools. This branch is also responsible for the storage and maintenance of "hard copy" files pertaining to the records of all Division IV students and all teachers in the province.

School finance, teacher records, student records and financial management systems provide management data and information for educational planning, policy decisions and research.

During the year under review a system to assist in the registration and record keeping of students enrolled in the Saskatchewan Government Correspondence School was implemented. This has greatly enhanced the administrative function of the school. Further modifications have been made and implemented to provided additional support and information.

Extensive modifications were made to reporting documents for the student records system. This resulted in a much more efficient processing procedure and in improved service to students throughout the province.

The expansion of data processing hardware throughout the department during the year under review has enabled various department personnel to access data on a more timely basis. Document composition and correspondence has also been facilitated.

Data analysis services were provided to a number of department personnel engaged in various research projects. Survey instrument analysis services provided by the branch has provided researchers with an economical method of consolidating and evaluating results.

Regular upgrading and program maintenance has kept other department computer systems current and adaptable to changing needs and techniques.

Financial Management and Office Support Services

The Financial Management Section is responsible for the development and administration of accounting procedures, preparation of financial statements, and the preparation and administration of the department's annual estimates and budget.

The Office Support Services Section is responsible for the provision of support services to other department programs in the areas of: mail and messenger services; photocopying and printing services; space and accommodation; and procurement and maintenance of equipment, office supplies and vehicles.

Saskatchewan Book Bureau

The Saskatchewan Book Bureau continued to serve the province in 1981-82 as a retail distributor of school textbooks, workbooks, reference books and related non-print materials authorized and approved by the Development Division for use in Saskatchewan schools. The Book Bureau purchased all items directly from publishers in bulk quantity with discounted prices and sold them to school divisions, dealers, teachers and students at minimum cost. A very economical transportation rate was negotiated on the basis of tenders that were submitted by various transporters. All transportation charges from publishers and to customers were paid by the Bureau.

Customers were provided with an order form which contained full titles and prices of all print and non-print materials stocked in the warehouse on a year-round basis. Product numbers were assigned to all titles and customers were asked to use the order forms in order to eliminate costly errors. The bureau also encouraged school officials to project their requirements and consolidate a number of small orders into one large order and thereby assist in reducing administrative costs.

Implementation of an automated Inventory-Sales-Accounts Receivable system and an automated General Ledger resulted in fewer delays in order processing, less back-ordering and a reduction in stock inventory for the 1981-82 fiscal year.

During this fiscal year the Book Bureau processed 14,075 documents involving 13,536 charge and cash orders. The sales volume totaled $3,629,003.00 as compared with $3,396,815.00 in the previous fiscal year.

The Book Bureau expects operating costs to increase but also anticipates a substantial increase again in the volume of sales. For these reasons the Book Bureau elected to retain the same percentage markup for the 1982-83 fiscal year.

Correspondence School

The Saskatchewan Government Correspondence School serves to provide an educational service to high school students and adults throughout the province, and to Saskatchewan residents who are temporarily residing outside of the province. The Correspondence School cooperates with the high schools of Saskatchewan by enrolling their students in subjects that may not be offered locally. Students under the age of 18 who, for a valid reason, cannot attend a school may enrol for correspondence education upon the recommendation of the District Superintendent of Education or Director of Education.

The Correspondence School offers open learning opportunities to adults who for various reasons are often unable to make use of traditional educational systems. Open learning is a flexible learning system designed to help adult students fit learning into their work schedules and family responsibilities. Correspondence education has been found to be very suitable for people in many different situations: people who work shifts, people living in remote areas, homemakers with young children, handicapped people, senior citizens, members of the armed forces, and people who are incarcerated. Others may wish to undertake correspondence education for personal satisfaction and enjoyment. An adult is defined, for the purposes of the services offered by the Correspondence School, as a person who is 18 years of age or over and who is not attending a day school.

The 65 courses of study provided by the Correspondence School follow the prescribed curricula for Saskatchewan schools. The courses of study are prepared by teachers who are well qualified in their special fields, and have proven ability in the correspondence method of instruction. Every assignment is graded by a teacher who cares about the progress of each student. The courses are designed to provided continuous student evaluation; they allow the student to schedule his or her own time to study; they permit the student to progress at his own rate; and they can be pursued anywhere the mail service can reach.

The Correspondence School provided two types of instructional services to its registered students — Type A and Type B. Students registered for Type A service received full instruction from the Correspondence School, while students registered for Type B service used Correspondence School lesson materials under the guidance of local teachers who corrected all assignments and assessed achievement for promotional purposes. Both the Type A and Type B forms of Correspondence School service were offered from Grade 9 to 12 inclusive.

The number of school-age and adult students enrolled for Type A service in Grades 9 to 12 during the year under review was 6,328, an increase of 1,249 students (25 per cent) from the previous year. The course enrolment reached a total of 9,140, an increase of 35 per cent over the previous year. In 1981-82, the teachers of the Correspondence School received and corrected 87,510 lesson assignments which were submitted by registered students. This represents an increase of 11,156 lesson assignments in comparison to the previous year.

January and June examinations were prepared for all students registered for Type A service. Final standings for these students were awarded on the basis of term work completed throughout the semester or school year, as measured by assignment papers submitted, and the results of either the January or June final examinations. The Correspondence School offers an examination evaluation appeal system and the opportunity for students to apply for supplemental examinations.

One of the objectives of the Correspondence School is to ensure that the education achieved by correspondence students is equivalent as far as possible to that enjoyed by students attending regular high schools in the province. During the last quarter of the reporting year, work commenced on the development of six new courses for implementation in the 1982-83 school year.

In the latter part of August, 1981 the student records system of the Correspondence School was effectively converted from a manual system to an online computer system using data base storage and retrieval techniques. The report generation ability of the computer has made it possible to develop more useful lines of communication with students, principals and directors/superintendents of education. The development of specifications for a computer supported correspondence instruction program reached near completion during the reporting year.

In September, 1981 the Correspondence School hosted the national Departments of Education Correspondence School Association (Canada) annual conference in Regina.

Details regarding the high school enrolment are provided in the statistical section of this report.

School for the Deaf

The Saskatchewan School for the Deaf is a provincial school for hearing-impaired children whose educational needs are such that they require the special services provided by a school for the deaf. These services include individual and small group instruction by trained teachers of the hearing-impaired, daily language speech and communication training, social interaction with a hearing-impaired peer group, integration with the community and preparation for adult life in college or the working world. Students at the school range in age from five to 21 years and a total communication preschool program is provided for younger children.

The 1981-82 school term was a very important one for all at the Saskatchewan School for the Deaf as it marked its 50th year serving the deaf in Saskatchewan. During this year 110 students were enrolled from all areas of Saskatchewan. Eighty students from outside the city of Saskatoon lived in residence at the school while 30 attended on a daily basis.

Some organizational changes were introduced to coincide with the start of the new program for multi-sensory deprived (deaf-blind) children. This program, the largest of its kind in Western Canada, served eight deaf-blind children on an individual program that stresses developmental, cognitive and social learning. The school was divided into four areas: Preschool/Elementary, Senior Academic, Pre-Vocational Work Experience, and Special Needs/Deaf Blind. Each area was coordinated by a teacher-coordinator under the direction of the Principal. As well as the regular academic programs, the school expanded its pre-vocational and work experience department and introduced a more intensive life-skills training and guidance program. Multi-handicapped deaf students were served through the Learning L.A.B. (Life-Skills and Adaptive Behaviour) Program which provided individual educational programs allowing for integration into other areas of the school whenever appropriate.

Throughout the year under review several programs were introduced which directly benefitted students at the School for the Deaf. In January, 1982 the Psycho-Educational Assessment Clinic for Hearing-Impaired students (P.E.A.C.) began. Although this program comes under the direction of the Special Education Branch, it is housed at the School for the Deaf and school staff and facilities are closely integrated with the operations of the clinic. The MacNab House Group Home serves students from the school by providing an intensive and closely supervised residential program for students who have special life-skills, socialization or behavioural needs. This home is operated by a private society with the support of both the Social Services and Education Departments.

One of the highlights of the year was the leasing of an eight acre property at Anglin Lake, Saskatchewan and the purchase of several buildings thereon by the Saskatchewan School for the Deaf Home and School Association. The property will be used for camping, outdoor education, inservice and family training programs related to the School for the Deaf. During the spring most children at the school took part in the new outdoor education program that has been developed and the Anglin Lake Camp was fully utilized during May and June.

An active intramural and extramural sports and recreational program was conducted during the school year. Hockey, volleyball, basketball, badminton, tennis, racquetball, table tennis and soccer were organized and operated at the school level and within the city leagues. Regular swimming periods were conducted at the University Pool providing both instruction and enjoyment for the students.

Greater opportunities for resident students to return home on weekends were introduced and closer family links were maintained through parent-student conferences in addition to the usual reporting procedures. A two day Family Workshop on Total Communication held in May was well attended and provided a good opportunity for parents and friends to improve their signing skills.

Distribution of Students

Preschool	4
Elementary	32
Senior	49
Work Experience	8
Special Needs	9
Deaf-Blind	8
Total	110

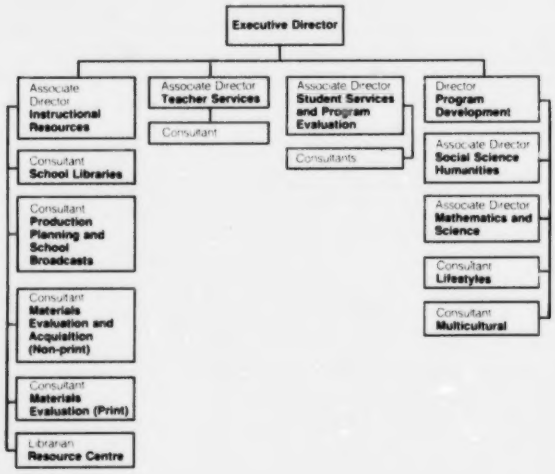
Four students graduated from the school in June, 1982; of these students two plan to attend courses at Red River Community College in Manitoba, one has employment with the federal government, and one is moving to a job out of province.

School resource and support staff include teachers of the deaf, parental care supervisors, a school counsellor, a coordinator of audiological services, food services, nursing and office staff. The school was administered by the Principal assisted by the Dean of Residence, School Nurse, Food Services Supervisor and Teacher Coordinators. Grounds and buildings were maintained by the Department of Government Services.

Development Division

The Development Division includes Program Development Branch, Instructional Resources Branch, Teacher Services Branch, Student Services and Program Evaluation Branch.

The division is responsible for developing, revising and evaluating the programs of study used in Saskatchewan schools. It produces curriculum guides; coordinates inservice education; evaluates, acquires and produces instructional resources; coordinates school broadcasts; prepares department examinations and administers the teacher accreditation policy; and handles matters related to teacher education and certification.



Program Development Branch

The Program Development Branch is responsible for the development of new courses of study as indicated by new or changing priorities, for the revision of existing courses when program evaluation indicates a need, for the authorization of textbooks selected in cooperation with the Instructional Resources Branch, for the approval of modified courses designed to better fit students with special needs, for the approval of locally developed courses and for the development of Teacher Handbooks, Teacher Information Bulletins and Administrator Information Bulletins as the need arises.

The branch, in cooperation with the other branches in the Development Division, the Regional Services Division, and with the assistance of curriculum committees develops courses of study, the associated inservice packages and other related material.

A summary of the major branch activities for the 1981-82 year is given below:

Division I and II

Aesthetic Education

The recommendations of the Minister's Advisory Committee on the Fine Arts were reviewed along with an assessment of the presently existing situation within the province. A detailed development plan was created and two consultants were seconded to work as program developers. A developmental model was developed and ratified following consultation with a large number of key personnel and committees.

Consumer Education

A series of Teacher Information Bulletins were distributed to all schools in which Division I and II are registered. These provide support for the teacher and are consistent with departmental philosophy that areas of study such as consumer education should be integrated into existing programs.

Environmental Education

The publication *Prairie to Pine* produced as an innovative project with the Regina Public School Board was distributed to all schools in which Division I are registered. This publication provides many activities related to environmental education keyed to existing programs.

Language Arts

Following assessment the curriculum committee recommended a reading series for authorization. A detailed annotation of the series was prepared. The curriculum committee began development of a Teacher Information Bulletin describing authorized and supplementary program materials. Field-testing of integrated language arts, reading and spelling materials continued. The recently developed textbook assessment policy was followed and proved to be an improvement.

Mathematics

The revised *A Curriculum Guide for Division I and II Mathematics* was completed and distributed to schools. Efforts are being made to have a copy of this guide in the hands of every Division I and II teacher. It contains sections on: Reading in Mathematics, Diagnosis and Remediation, Special Students, Process Skills, and Teaching Techniques in addition to the requirements for each level spelled out in modified behavioral objectives. A four-day intensive inservice training was provided in conjunction with the provincial coordinators of curriculum, for the teachers selected to serve as inservice personnel in their particular areas. Four textbook series were authorized; however, the individual school or division may decide not to use any textbook, to use multiple textbooks or to select one textbook from the authorized list.

Music

The inservice program was continued with the assistance of the Saskatchewan Music Educators Association.

Ukrainian

Development continued in the conceptualization of a bilingual program as well as the review and revision of the core program. Significant progress was made, particularly in the bilingual area, with the employment of a half-time writer. Initial and tentative plans were made for extensive interprovincial cooperation in the development of a bilingual program. Inservice and consultation continued as in previous years.

Division III

Computer Science

A tentative computer literacy program was developed and made available to schools on request.

Health

Development of the new Division III Health Education Curriculum was continued. Public, professional, and societal input was gathered by means of an open-ended questionnaire. A summary of the findings was compiled.

The Division III Health is the pilot for a new model for delivering health education in the schools. It actively involves students in the learning process, facilitates increased support of parents and the health community in the school program, and assists teachers to make such a program administratively possible. This model will be field-tested during the 1982-83 school year.

Mathematics

The review of the 1978 guide was discontinued because of the necessity to complete the Division IV guides prior to an overall examination of the K to 12 mathematics program. Examination and evaluation of recent Division III Mathematics textbooks was continued.

Division IV

Computer Science

Tentative guides were developed for Computer Science 10 and Computer Science 20. A detailed project brief was developed and will be used to direct further development in this area.

Mathematics

Development continued on a revised algebra, geometry, trigonometry curriculum guide. Behavioral objectives were developed for Algebra 10, 20, 30 and were available for field-testing in 1982-83. Review of possible textbooks continued.

Science

A Teacher Handbook for Division IV: Science 10 was re-examined in order to make it more useful to the teacher who is assigned to teach Science 10 and who lacks formal training in science.

Technical Education

Plans were completed for the revision of three areas — automotive, carpentry and electricity-electronics.

K-12

Career Education

The distribution of all the career education course components was completed and extensive implementation for K-12 was conducted with the assistance of the provincial coordinators of curriculum whose prime function is the implementation of new or revised provincial courses of study.

Social Studies

The Minister's Social Studies Task Force completed its work and presented its report in December, 1981. This report contained 36 recommendations on the content and instruction of social studies at both the elementary and secondary levels. It also served as a starting point for an intensive review and assessment of the present K-12 social studies curriculum.

Instructional Resources

The Instructional Resources Branch includes School Libraries, Materials Evaluation and Acquisition, Production Planning and School Broadcasts, Instructional Development and the Department Resource Centre.

Two studies were conducted during the year. "An Assessment of the Services of the Instructional Resources Branch" identified possible changes in the delivery of information, materials and consultative services. The second study resulted in the document "Communications Technologies in Education."

As a result of recommendations in an earlier report a policy on Resource Centre Services was drafted.

Branch personnel collaborated in the research project commissioned by the Council of Ministers of Education, *Computers in Education: The Inservice Needs of Canadian Educators*.

With the assistance of a content specialist from the Correspondence School, the branch has participated in the production planning of the series on Canadian literature for senior high school students, sponsored by the Council of Ministers of Education, Canada and financed by the provinces.

The branch selected and catalogued the department gift collection for the Terry Fox Youth Centre.

A member of the branch participated in the Canadian Library Association workshop *Native Image*. This entailed collaboration with personnel from the Provincial Library, the Native Law Centre of the University of Saskatchewan, Gabriel Dumont Institute of Research and Applied Sciences and the Native Survival School in Saskatoon.

Materials Evaluation and Acquisition

Materials Evaluation and Acquisition is responsible for coordinating the evaluation of textbooks; the evaluation and acquisition of 16mm films that support provincially developed courses of study; evaluation of print and non-print materials resulting in the preparation of annotated bibliographies of print and non-print materials which support provincially developed courses of study and also facilitate the development of school library collections; evaluation of and copyright clearance for audiotape and videotape programs produced by other agencies. Field testing was made possible through the cooperation of teachers who coordinated classroom review of titles preselected by the educational consultant. Evaluation of resource materials for Division I and II Mathematics and for Computer Literacy was completed. Four evaluators attended the Western Canada Film Showcase to review new releases in 16mm film. The activity of the materials evaluation and acquisition programs is reflected in these tables.

Textbook evaluation

No. of titles evaluated 37
No. of field coordinators in evaluation 18

16mm film evaluation

No. of titles reviewed 175
No. of new titles purchased 56
No. of additional prints purchased 190
No. of field coordinators in evaluation 30

Video evaluation

No. of titles reviewed 84
Duplication rights purchased 76
Duplication rights renewed 32
No. of field coordinators in evaluation 11

Resource material evaluation

No. of print titles reviewed 78
No. of non-print titles reviewed 101
No. of field coordinators in evaluation 23

Descriptive cataloguing for all acquisitions and school broadcasts was prepared. Appropriate information was supplied to SaskMedia. The *1982 Textbooks Circular Supplement* was compiled.

Production Planning and School Broadcasts

This work area provided support for instruction through production of classroom and inservice materials and through scheduling programs for broadcast on the CBC school radio broadcasts and telecasts. This year marked the last year that school radio broadcasts will be aired. It was found that radio audiences had dropped off drastically in recent years.

The educational consultant continued to coordinate the design and evaluation of productions with assistance from curriculum developers and classroom teachers. Arrangements were made for programs to be produced by SaskMedia, CBC and independent producers.

Programs produced in the past year included audio and video tape programs to support Ukrainian and Typing correspondence school courses, videotapes on Saskatchewan law, a videotape on art appreciation, a special program to celebrate patriation of the constitution, a videotape of the community schools program and a math inservice kit consisting of overhead transparencies and a videotape.

Programs were distributed through the SaskMedia film library and video and audio dubbing centre. Copies of inservice productions on mathematics were placed in regional offices, the two universities and the STF library.

In the 1981-82 school year, 205 programs were aired on school telecasts and 139 programs were aired on radio broadcasts.

The following publications were provided to schools in support of school broadcasts and telecasts:

Young Saskatchewan Looks and Listens — teacher guide to school broadcasts and telecasts,

Jeremiah's Music Lesson — student booklets to television music series,

Math Patrol II — teacher guide and student booklet for television math series,

Math Patrol III — teacher guide and student booklet for television math series,

Parlez-moi — student booklet for television French language series,

Readalong 1 — a teacher guide and student booklet to television language arts series,

School Bus Safety in an Urban Setting — teacher guide and student fold-out for school bus safety television program,

Teaching Early Reading — teacher guide to accompany a television inservice series,

ThinkAbout — teacher guide to accompany a television series designed to teach reasoning skills.

Resource Centre

The Resource Centre provides research and reference support to all departmental staff. During 1981-82, 4,740 requests for information, materials, computer searchs and bibliographies were handled by Resource Centre staff. A total of 7,635 books, periodicals and articles were circulated to departmental staff. The Resource Centre borrowed 1,476 titles on inter-library loan from other libraries and lent 107 titles to other libraries.

The following collections are maintained by Resource Centre staff:

Reference collection
Professional books
Authorized textbooks
Special format materials collection
Sample text collection
Publishers' catalogues
Government documents
ERIC reports on microfiche
Kits
Pamphlet collection
Journals and newspapers

A total of 470 new titles were added to these collections. The collection of special format materials, including large print books, braille books and talking textbooks, was fully catalogued during this year. The Resource Centre is responsible for loaning these materials to visually impaired students in Saskatchewan schools. To meet the needs of these students the Resource Centre produced 110 textbooks in large print. The Resource Centre also provided professional materials on loan to special education teachers in the province.

Teacher Services

The Teacher Services Branch is responsible for the issuing of teachers' certificates and matters related to the issuing of these certificates. This section also coordinates departmental resources in teacher education.

Board of Teacher Education and Certification

The Board of Teacher Education and Certification oversees teacher education and certification in the province. This board is advisory to the minister in matters regarding teacher education and certification and acts as an appeal board for teachers whose eligibility for certification is in question.

During the past year some of the major items considered by the board were pre-certification requirements and portability of teachers' certificates. In accordance with a recommendation by the board in March, 1982 the minister announced that students beginning their teacher training programs in the fall of 1982 would be required to complete a minimum of four years of training for certification. This represents a major move toward the improvement of teacher qualifications.

The number of students enrolled in teacher education programs at the universities for the 1981-82 year were as follows:

University of Regina	832
University of Saskatchewan	1,375

These figures include students in the regular programs. This represents a decrease of 195 students from the previous year's enrolments at the two universities.

The Board of Teacher Education and Certification met four times during the 1981-82 year.

Teacher Certification and Qualification

Information regarding the teaching force during 1981-82 is found in the statistical section of this report. There was some general over supply of teachers in the province during the year although shortages still exist in a few subject fields and remote areas of the province. One hundred and twelve probationary certificates were issued for regular and temporary positions.

Teacher Classification Board

Four meetings of the Teacher Classification Board were held during the 1981-82 school year. The board heard 29 appeals of which nine were allowed at a higher classification and 20 disallowed.

No changes in the salary classification regulations were made during 1981-82.

Students Services and Program Evaluation

Student Services and Program Evaluation Branch has responsibility for assessing courses of studies to determine the need for revision of existing courses or development of new courses. This

branch also assists the Program Development Branch in designing and implementing revised or new courses.

This branch prepares and administers Grade XII examinations in the core academic subjects, and administers department policy on teacher accreditation and Division IV credits.

In addition, this branch evaluates transcripts of out-of-province students, provides inservice training of teachers in evaluation, and consultative services to administrators and teachers on evaluation.

Program Evaluation

During the past year Division IV Home Economics courses in Grade 10 and eight half credit courses in Grade 12 were assessed for needed revisions.

A final report indicating needed changes in the Home Economics area was completed and submitted to the Program Development Branch.

Work is well underway in assessing the present Kindergarten course and the Social Sciences courses K-12 to determine the revision and redesign that may be required in each of the two areas.

Grade XII Examinations

For the three sittings in January, June and August traditional type examinations were prepared in English A 30, English B 30, Social Studies 30 (New Course), and Economics 30 (New Course).

Machine scored examinations for each of the three sittings were prepared in Social Studies/History 30, Geography 30, Modern Algebra 30, Modern Geometry-Trigonometry 30, Mathematics 30, French 30 (Voix et Images), French 30 (Le Francais International), Physics 30, Chemistry 30, BSCS Biology 30, Modern Biology 30, Geology 30, Advanced Foods 30 I and II, Advanced Clothing 30 I and II, Family Life 30, Housing and Interior Design 30, Economics of the Home 30, and Family Finance 30.

The number of writing centres established for each of the three examination sittings was:

1982 Sitting	Number of Centres in Province	Number of Centres Outside of Province
January	289	0
June	314	10
August	25	0

The number of papers machine scored and hand-marked by a board of sub-examiners at each of the sittings was as follows:

1982 Sitting	Markers	Hand-Marked	Machine-Scored
January	17	3,578	5,249
June	24	4,708	15,188
August	4	248	395

Evaluation

As of July, 1982 evaluation of Division IV standings obtained outside Saskatchewan was requested by 1,680 students and 205 students were granted standing in music for certificates obtained from recognized music schools and conservatories.

From July 1, 1981 to June 30, 1982, 11,533 transcripts of Division IV marks were issued to various universities, other post-secondary institutions and to students and teachers.

Consultative service was provided to students, adults, parents, teachers and administrators with respect to the Division IV program requirements, admission requirements to post-secondary institutions, equivalent standing granted by other provinces to Saskatchewan students and topics related to final standings and completion of grades.

Inservice work in evaluation was provided by one evaluation consultant during the year in a number of jurisdictions throughout the province. The section also made available speakers at workshops, institutes, conventions and meetings during the year.

Accreditation

This section maintains a record of all teachers granted accreditation privileges.

Marks granted by accredited teachers account for approximately 60 per cent of all the marks earned by Grade XII students in the subjects which fall under the accreditation policy.

Consultative service was provided to administrators with respect to the requirements teachers must fulfill to become accredited.

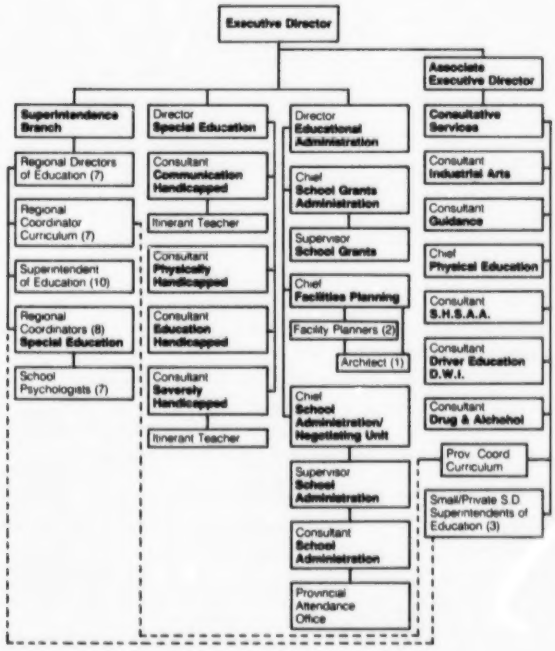
The head of this branch and the evaluation consultant attended and participated in the annual Teachers' Professional Exchange Seminars held in the month of August in 1981.

Regional Services Division

Regional Services Division contains a field component as well as the central office component. The division provides administrative, consultative, supervisory and program support services to the school jurisdiction in Saskatchewan. The division also provides a field perspective to the department's policy making role.

The four branches comprising this division are: Special Education, Superintendence, Educational Administration and Consultative Services.

Regional Service personnel consult directly with boards of education and their staff in matters relating to general board administration, fiscal matters, capital project plans, specialized implementation, curriculum support. Additionally, Regional Services Division personnel provide departmental interpretation of legislation and regulation pertaining to education as well as departmental policy interpretations.



Superintendence Branch

The seven regions which comprise the field component of the Regional Services Division include regional offices in Weyburn, Swift Current, Yorkton, Saskatoon, Melfort, North Battleford, and Regina. Included in these regions are ten district superintendents of education serving a number of school jurisdictions, and a group of three superintendents of education serving small and private school jurisdictions.

In each regional office there are, a regional director, a regional coordinator of special education, a school psychologist and seconded regional coordinator-curriculum and a secretary.

Regional office personnel in addition to the regular internal administrative tasks also undertook the following:

- Regular and systematic consultation with boards of education and their staff with respect to administrative and instructional matters.
- Program implementation and support activities were carried out with jurisdictional administrative and instructional staff.
- A review of the boards' of education capital project requests and a priorization of these requests in conjunction with the Facilities Planning Branch.
- Coordination of Special Education Services provided within the region was done in a systematic and ongoing basis. This included activities related to the designation of pupils with disabilities which was carried out in conjunction with the Special Education Branch.
- Psychological assessments and diagnostic services were provided for pupils with special learning needs.
- "Mediation" of various disputes between and among boards of education, local boards of trustees, parents and teachers.
- Special assignments and investigations were carried out as required by the executive director, the deputy minister or the minister of education. These functions were carried out in conjunction with other branches and divisions of the department or by regional personnel on their own.

The school jurisdiction served by provincially employed superintendents of education during 1981-82 included:

Estevan Rural S.D. No. 62
Estevan R.C.S.S.D. No. 27
Big Butte R.C.S.S.D. No. 39
Prairie View S.D. No. 74
Wood River S.D. No. 70
Mathieu R.C.S.S.D. No. 7
Meyronne R.C.S.S.D. No. 10
Mankota, Our Lady of Fatima R.C.S.S.D. No. 90
Thunder Creek S.D. No. 78
Grenfell S.D. No. 92
Wolseley St. Ann's R.C.S.S.D. No. 14
Wolseley S.D. No. 25
Balcarres S.D. No. 87
Neudorf S.D. No. 96
Lemberg S.D. No. 106
Deer Park S.D. No. 26

Melville Comprehensive High School Board
St. Henry's R.C.S.S.D. No. 5
Melville S.D. No. 08
Sturgis S.D. No. 45
Humboldt Rural S.D. No. 47
Humboldt S.D. No. 104
Humboldt R.C.S.S.D. No. 15
Humboldt High School Division
Wakaw S.D. No. 48 (only part of the year)
Northern Lakes S.D. No. 64
Spiritwood R.C.S.S.D. No. 81
Pense S.D. No. 98
Grand Coulee S.D. No. 110
Gray S.D. No. 101
Estlin S.D. No. 107
Wilcox S.D. No. 105
Wilcox St. Augustine R.C.S.S.D. No. 91
Paynton S.D. No. 102

Canora S.D. No. 37 employed a director of education on August 1, 1981.

Small School Divisions and Private Schools Superintendents

Supervisory service to these schools had previously been provided by district superintendents and/or regional offices of education.

Beginning in August, 1980 three superintendents of education were assigned responsibility for supervisory, advisory and support services to the staff, boards, students and parents of these schools.

One superintendent with headquarters in Regina serves Regions I and II and has responsibility for four private high schools, two small separate school divisions and two small public school divisions.

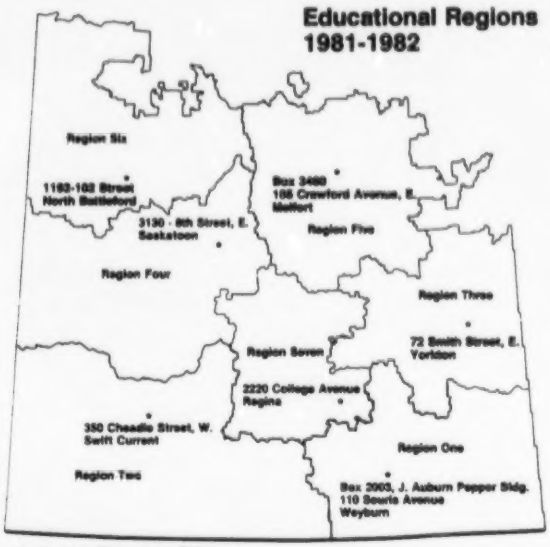
A second Regina-based superintendent was assigned responsibility for three private high schools, seven private elementary schools and four small school divisions in Regions III and VII.

The third member of this unit works out of Saskatoon and covers Regions IV, V and VI. That superintendent supplies service to four private high schools, eleven private elementary schools and one small school division.

The following table supplies some information regarding private schools in Saskatchewan:

Year	Number of Private High Schools	Number of Private Elem. Schools	Total	Enrolment
1976-77	12	4	16	1,607
1977-78	12	8	20	1,635
1978-79	13	16	29	2,255
1979-80	13	18	31	2,356
1980-81	11	20	31	2,470
1981-82	11	25	36	2,742

Of the total enrolment in the private schools 233 are in the Saskatoon French School, 1,874 in private residential high schools (including College Mathieu in Gravelbourg), 635 in the 21 private elementary schools and 4 private schools with specialized programs.



*Indicates Regional Office

Consultative Services

This branch is responsible for the provisions of consultative services to superintendents, directors, boards, teachers, students and parents in special areas considered to be a priority either at the provincial or regional or divisional level. Close co-operation with the Development Division promotes co-ordination in the development and revision of special program areas.

The activities of the consultants are closely interwoven with the related activities initiated by the regional offices. Thus during 1981-82, Consultative Services Branch supplemented and complemented the services of the regional offices in areas of program implementation and maintenance.

The following is a summary of the activities undertaken by this branch in 1981-82:

Guidance Services

Programs

Consultative services were utilized by counsellors, teachers, principals, directors, superintendents and school boards to assist with program planning and resources evaluation for Group and Homeroom Guidance, Incidental and Informal Guidance, Guidance Counselling and Career Education modules.

Implementation

Sixteen workshop leaders have been provided with an orientation to Career Education and its implementation at the regional, divisional and district levels.

Professional Development

The teacher bursary program provided assistance for professional development in the area of guidance. Nineteen teachers and counsellors received bursary support for further training during the summer and spring sessions at the universities.

Survey of Guidance Personnel

During the year under review, the consultant assisted in providing inservice and consultation in guidance and counselling. Seventy-six full-time and 50 part-time counsellors were providing guidance and counselling services in Saskatchewan schools. A total of 895 teachers and counsellors delivered homeroom or group guidance, incidental guidance, counselling and career education programs. There were 318 guidance personnel serving the needs of high-school students. About 65 per cent of the guidance workers provided part-time services in the elementary grades. There were 53 counsellors with post-graduate qualifications. The full-time equivalent for the year totalled 130 for those reporting the percentage of time devoted to guidance, while for those reporting the percentage of time spent teaching in the guidance area the full-time equivalent was 23.

Technical Education

During the year under review, consultative services were utilized by school boards, directors and superintendents to assist with program evaluation, facilities planning and equipment purchases. Teachers were assisted with program planning, project selection, methodology and evaluation during 122 visits to schools throughout the province. The consultant attended and spoke at three conventions, seven teacher institutes, and held 16 meetings with outside agencies — the Department of Indian Affairs, the Correction Service of Canada, the Department of Social Services, the Department of Labour, and the Department of Continuing Education. These meetings were held to correlate programs and establish accreditation policies in a wide variety of technical courses.

There were two curriculum committee meetings held to review texts, plan workshops, and establish guidelines for curriculum revisions in building construction, automotive and electricity-electronics. Nine teachers from throughout the province were appointed to assist with these revisions. A survey of teachers was undertaken to review the need for technical education workshops, and this resulted in the establishment of summer workshops in photography, building construction and teaching methods. 39 teachers registered in these courses.

Enrolment figures in technical education for the year under review indicate a 24 per cent increase in Division IV, and 8 per cent decline in Division III, and an over-all increase of 10 per cent over the previous year. Comparative enrolment figures for various technical programs can be found in the statistical section of this report.

Physical Education

Physical education is an instructional activity program directed to all students for the enhancement of human growth and developmental needs and the promotion of proper personal health strategies for life. The Department of Education continues to promote the implementation and maintenance of daily physical education in Saskatchewan schools. The program follows a philosophy of "movement education" which is an individualized approach to physical education incorporating a variety of teaching styles.

The program provides for the growth and developmental needs of participants through exposures to dance, rhythmics, gymnastics, games skills and seasonal activities. It places a heavy emphasis on social interaction.

Project Lighthouse, a departmental initiative to promote quality physical education programs continued to function at the local level. Schools participating in Project Lighthouse receive a brochure containing guidelines to assist them develop their plan for physical education. The plan includes program content, yearly plan, equipment and inservice needs and is submitted to the school division board for approval. This plan usually incorporates the provincial course of study.

Curriculum development in physical education is centred around the preparation of a resource manual and an evaluation manual. The resource manual includes resource lists by activity, addresses of contact persons and organizations, and a process to develop the yearly plan for physical education. The evaluation manual provides suggestions on program, teacher and student evaluation, as well as pertinent information on the physical fitness components.

Teacher inservice programs were conducted extensively throughout the province. These programs consisted of school visitations and local or regional workshops. The regional workshops centred mainly around gymnastics and dance.

Saskatchewan High Schools Athletic Association

The Saskatchewan High Schools Athletic Association (S.H.S.A.A.) is a provincial association of volunteer high school athletic coaches charged with the responsibility of administering the extra-curricular program for Saskatchewan high schools.

The association had its beginnings as an administrative group in 1948, although sponsored activities on a provincial level go as far back as 1921. The program has grown over the years to an extent that, in the school year of 1981-82, the S.H.S.A.A. sponsored 31 separate championships in ten different sports with a total team entry of 2,620. This total reflects only an entry of one representative team from each school and does not take into consideration the junior programs or the intramural teams found in most schools. Athough the association deals directly with the school's representative teams it is also committed to the implementation of adequate physical education curricular programs for all students.

The S.H.S.A.A. consists of 13 district associations, a provincial council and an executive council. The accompanying map illustrates the ten rural districts and Moose Jaw, Saskatoon and Regina. Schools in the Northern Lights Division compete in the northern district which is most convenient on a travel basis. Each district is permitted five voting delegates at the annual meeting held in June. These delegates discuss and implement the policies and regulations which govern the association's operation.

The 1981-82 year saw the expansion of the popular volleyball program into a total of eight classifications and the championship tournaments being contested under a much larger format. The addition of a small school classification in soccer proved successful and prospects for increased participation in this sport are promising. A revised wrestling format shows promise for the years to come. Declining enrolment combined with the high cost factors involved in travel and equipment continued to plague the sport of football.

Some of the changes approved by the general membership at the June, 1982 annual meeting are as follows:

- The sport guidebooks and several other publications have been discontinued in favour of a comprehensive handbook. The yearbook, activity calendar and the *Bulletin* will continue in their present format.
- The stipulation that all teams and individuals involved in SHSAA competitions be teacher-coached or teacher-supervised was reaffirmed by a large majority.
- A pilot project was initiated making provision for neighboring schools to combine for the sport of football.
- Major changes were made in the alignment of teams in 6 man football, 9 man football and AAAA basketball in an effort to address the problems of travel costs and inequities in competition.
- The badminton championship format was altered to allow double the number of athletes to attend the provincial final tournament.

The Department of Education continues to supply the administrative support services for the association and with this support the program remains strong. The accompanying chart illustrates a three year comparison of total teams involved. The slight drop in teams this past year may be attributed, at least partially, to declining enrolments.

SHSAA Districts

Section 1
- South West
- South Central
- City of Moose Jaw
- City of Regina

Section 2
- South East
- Qu'Appelle Valley
- East Central

Section 3
- Central
- North East
- City of Saskatoon

Section 4
- North West
- North Central
- West Central
- City of Prince Albert

Total Team Entry			1979-80	1980-81		1981-82
Badminton			276	273		277
Basketball —	A	Girls	105	88		86
	A	Boys	99	84		76
	AA	Girls	64	78		56
	AA	Boys	44	63		39
	AAA	Girls	20	23		31
	AAA	Boys	17	22		28
	AAAA	Girls	22	23		24
	AAAA	Boys	21	22		24
Cross Country Running			139	148		140
Curling — Girls			270	262		264
Boys			267	263		269
Mixed			253	246		250
Football —		6 Man	53	46		41
		9 Man	26	25		22
	AAA	12 Man	19	18		11
	AAAA	12 Man	13	14		19
Golf — Sand			41	49		38
Grass			50	52		52
Soccer			45	46	AA	24
					AAAA	15
Track and Field			295	287		288
Volleyball —	A	Girls	167	150		153
	A	Boys	147	127		133
	AA	Girls	72	87		71
	AA	Boys	50	69		47
	AAA	Girls	45	46		36
	AAA	Boys	22	27		27
	AAAA	Girls				26
	AAAA	Boys				15
Wrestling			26	29		28
Total Teams			2,668	2,667		2,610

Alcohol and Drug Liaison Program

The Alcohol and Drug Liaison Program was active from August to March during the year under review. During that time the focus for attention centred on two major activities, the Safe Graduation Program and the Saskatoon and Regina Liaison Committees.

Safe Graduation

Heavy involvement in the Provincial Safe Graduation Program continued to be a major commitment on the part of the Department of Education. Support for this program was demonstrated through administrative assistance, budget allocation, and staff time allocation to the Provincial Safe Graduation Committee and the Provincial Safe Graduation Seminar. In addition a series of seven pamphlets, which provide detailed information regarding how to be involved in planning and carrying out safe graduation, was printed by the Department of Education. These pamphlets are specifically designed to assist students, chaperones, school administrators and community leaders in their planning of safe graduation activities.

The department's involvement in the Provincial Safe Graduation Seminar resulted in 90 students from across the province gathering in Saskatoon to learn how they could become a positive change agent in their own community. The Safe Graduation Program continues to have a positive impact on decreasing accidents in the province. However, the evaluation report for the 1982 graduation, which is available from the Department of Education, indicates that diligent planning and attention are required to improve the dangerous conditions associated with graduation parties.

Saskatoon and Regina Liaison Committees

Following receipt of invitations from the Minister of Education, a number of agencies, organizations and government departments appointed members to serve on the Saskatoon and Regina Liaison Committees. In the year under review the following organizations appointed representatives to these committees with the intent of supporting positive health related activities for young people: University of Regina, Public and Catholic School Boards in Regina and Saskatoon, Department of Education and Continuing Education, Regina and Saskatoon Drug Abuse Societies, Saskatchewan Teachers' Federation, Saskatchewan Safety Council, Saskatchewan Alcoholism Commission, City of Regina and City of Saskatoon Police, R.C.M.P., Catholic Women's League, City of Regina Health, Saskatchewan School Trustees' Association, Department of Health, Saskatoon Community Health Unit, Saskatchewan Medical Association.

The Saskatoon and Regina Liaison Committees, which will act as models for other communities, began meetings in early 1982. The primary focus for these committees will be to improve the health behavior of adolescents with special focus placed on the area of alcohol and drug behavior.

The Driver Education Program

Saskatchewan's *Education Act* requires all school boards in the province to offer the high school Driver Education Program.

The program in Saskatchewan schools is intended to provide a foundation of knowledge, attitudes, habits and basic skills necessary for the growth and development of safe, efficient drivers. Inherent in the school's responsibility to teach a skill is the greater responsibility to instill safe habits and attitudes.

The goals of the Driver Education Program therefore are:

- To develop in students effective decision making skills, particularly with respect to operating a motor vehicle

- To develop in students attitudes and values to encourage driver competence
- To have students learn to respect and get along with other drivers on the road
- To development in students the practice and an understanding of the significance of the concepts of driving safely and skillfully
- To develop a sense of pride and self-worth in students

Students enrolled in the Driver Education Program receive both classroom and in-car instruction and, in some school divisions, driver simulation instruction.

The classroom component of the course offers students a variety of concepts, aimed at giving them an understanding of the forces involved in the traffic system, which they can put to use later in actual driving. These concepts include: traffic interaction, critical driving tasks, you and other drivers, crash reduction tasks, and improving driving conditions.

The behind-the-wheel component of the course provides experience in a training vehicle under the direction of a qualified driver instructor. This part of the program normally consists of observation time and actual driving experience.

Some of the driving activities include: traffic interaction tasks, special maneuvers and critical situation tasks.

Major program thrusts during the year under review were concentrated in the area of consultative services to school officials and driver instructors through personal visitations to schools throughout the province.

Driving Without Impairment Program

The D.W.I. (Driving Without Impairment) Program is an educational program designed to counter the harmful combination of drinking and driving. Participants in the course are persons charged and convicted of an impaired driving offence under Sections 234, 235 or 236 of the Criminal Code of Canada. Those first offenders who provincial judges feel will benefit from exposure to the program are referred to the course by way of a probation order.

Class sessions are conducted in a way that encourages each person assigned to the program to explore and assess his own behaviour and the reasons for it.

During the year under review, the program operated in 34 centres: Prince Albert, Moose Jaw, North Battleford, Estevan, Saskatoon, Swift Current, Meadow Lake, Weyburn, Kindersley, Melfort, Hudson Bay, Carlyle, Humboldt, Tisdale, St. Walburg, Regina, Assiniboia, Porcupine Plain, Oxbow, Nipawin, Canora, Kamsack, Yorkton, Melville, Bengough, Regina C.T.R., Fort San Correctional Camps, North Battleford Correctional Centre, Prince Albert Correctional Centre, and the following points under the Department of Northern Saskatchewan supervision, LaRonge, Uranium City, Creighton, Green Lake, Buffalo Narrows and LaLoche.

The Curriculum Guide was revised and updated with the addition of instructor reference material in the appendices. Requests for information about the program and for copies of the curriculum and other materials continue to be received from across the country.

Summary of Consultative Services

In addition to the activities of the various provincial consultants, the Department of Education modified its focus in relation to program implementation and consultative support. Commencing with the 1981-82 school year, a seconded teacher was placed in each region to act as a facilitator and co-ordinator of program implementation. These teachers, who were given the position title of "Regional Co-ordinator — Curriculum", co-operate with the Program Development Branch personnel and Department of Education consultants in the necessary teacher inservice activities for new or revised provincial programs. They also are available to support those inservice projects initiated by Directors/Superintendents and professional development committees.

Instead of the subject specialist role which was formerly assigned to the seconded personnel in the regional offices, those now on staff were chosen on the basis of skills required to coordinate and provide program implementation and service to teachers. To facilitate this process they utilize and coordinate the services of consultants and practicing teachers with specific expertise. These persons come from the universities or school systems.

Teachers and consultants recognized for certain expertise are seconded for short periods of time from boards of education and involved in an intensive program designed to train them as workshop leaders. These persons are then available for regional, inter or intra-regional inservice activities. For programs approved by the department the board is reimbursed for the salary of the seconded teacher. Expenses and any honoraria are paid directly to the teacher by the department.

During 1981-82 major training sessions with associated workshops were undertaken in the areas of Career Education and Division I and II Mathematics. In addition beginnnings were made in the areas of multi-gradedness, music and physical education.

Special Education

The purpose of special education is to provide appropriate public education for handicapped children. The objective of the Special Education Branch is to promote the development and improvement of specialized educational programs and services, thereby ensuring equality of educational opportunity for exceptional children.

During the year under review the branch provided supervisory and consultative services to school boards, administrators, teachers and parents. A total of 2,895 high cost handicapped children were identified and provided with an educational program designed to meet their individual needs. Low cost handicapped children were also served by school boards throughout the province, usually in an integrated educational setting. A detailed account of educational services to handicapped children is presented in Table IX.

Special Education services are made available through three components of the department. Provincially, the Central Office Branch provides specialized consultancies in the areas of communication handicap, educational handicap, physical handicap and severe handicap. Responsibility for sub-areas of handicap have been assigned appropriately to each consultancy. A more detailed description of these programs is presented in the following sections of the report.

Regionally, Coordinators of Special Education and School Psychologists continued to provide service to the seven education regions. Their activities are intended to assist local school divisions in identifying the needs of handicapped children, and planning and coordinating support services to meet those needs. Regional Coordinators work closely with the provincial arm of special education planning and developing legislation and standards as these apply to the education of exceptional pupils.

Additionally, the R.J.D. Williams School for the Deaf in Saskatoon, and the W. Ross Macdonald School for the Blind in Brantford, Ontario continue to provide an educational program for certain selected handicapped pupils. These programs are reported in detail elsewhere in this report.

Major new initiatives during the year included the following: the establishment of a psychoeducational assessment clinic for hearing impaired students; the development of a materials resource centre for handicapped children; the implementation of two demonstration projects to provide an educational opportunity for certain preschool children in day care settings; in collaboration with the Saskatchewan Council for Crippled Children and Adults, an awareness of handicap program was initiated and presented to several thousand school children. Each of these new initiatives is described in detail further in the report.

Funding

The department's four-level funding policy was continued, with some significant adjustment in the amount of the grants from the previous year. Grants for handicapped pupils were identified as incremental amounts to the basic recognized rates.

Low Cost handicapped pupils obtained funding at the incremental rate of $1,120 per student, applied to three per cent of Division I, II and III and one half of the kindergarten populations.

High Cost handicapped pupils obtained funding recognition at three levels depending upon the severity of the handicapping condition and the nature of the compensatory program provided. Rates of recognition per student were as follows: Level I — $3,285; Level II — $4,425; Level III — $5,000. Basic per pupil rates, applied in addition to incremental rates, range from $1,004 to $2,460.

Consultancies:

- Physically Handicapped

Services to physically handicapped children include three areas of emphasis. These are visual impairment, orthopedic handicaps and chronic health conditions.

During the year under review, visually impaired children were served through regular classroom placement with or without resource assistance and residential school placement. Visually handicapped children with concomitant disabilities were served in developmental centres and special schools and classrooms.

Two blind children and one deaf-blind youngster attended the W. Ross Macdonald School in Brantford, Ontario. Eight deaf-blind children were involved in the new program at the R.J.D. Williams School for the Deaf.

Through the Resource Centre, special format materials were provided. Large print materials were produced by the department and sent to children who required them. Braille and recorded textbooks were provided through a contractual arrangement

with the Saskatchewan Division of the Canadian National Institute for the Blind. Other services provided through this arrangement included vocational counseling and instruction in Orientation and Mobility.

Braille Insight, a workshop for teachers and teacher aides working with blind students was held in February in Regina. Eight school divisions were represented.

Services to orthopedically handicapped children continued in and through Children's Rehabilitation Centre in Saskatoon and Wascana Hospital in Regina. Both centres cooperated with local and regional health and education personnel to ensure that needs of children they serve were met.

Resource teachers, classroom teachers and teacher aides were involved in direct programming. Special equipment, architectural modification and special transportation arrangements helped to facilitate adjustment.

Children with severe chronic health conditions were served in home and hospital settings by tutors employed through local school jurisdictions. Special resources included the Correspondence School and home-to-school telephone hook-ups.

An "Awareness of Disabled Persons" project was developed in cooperation with the Saskatchewan Council for Crippled Children and Adults. This resulted in a five month tour of schools who contracted for the presentation. A total of 19,168 children in 20 school divisions were seen in what was designed to be an ongoing awareness program.

■ Communication Handicaps

The consultant area of the communication handicapped includes children who are categorized as hearing handicapped and non-verbal/limited verbal.

Through an interprovincial arrangement, teacher training places were purchased in the Diploma Program for teachers of hearing impaired at the University of British Columbia. Financial assistance was provided through provision of educational bursaries.

Consultancy support was provided to assist with the planning and implementation of the Deaf-Blind Program. Located in the R.J.D. Williams School for the Deaf, the deaf-blind program opened its doors to students in September. These students received programs in facilities specially designed to accommodate their visual and auditory handicaps.

Consultancy services were made available to the Occupational Training Division of Continuing Education to facilitate the planning and implementation of a new agency to serve hearing impaired persons, Services for Hearing Impaired Persons (SHIP). SHIP provided two major services to post-secondary and adult hearing impaired persons in their home communities during its first year of operation. These services included vocational and/or career counselling and placement and sign language interpretor services. A liaison relationship was maintained by the department with SHIP to facilitate a smooth transition for the hearing impaired student from the public school setting into the job market.

This school year was the first year of operation for a program to provide a specialized learning assessment service. The Psychoeducational Assessment Clinic (PEAC) for Hearing Impaired Students, housed at R.J.D. Williams School for the Deaf in Saskatoon, provided four major services to school division. These services included a complete psychoeducational assessment; parent counselling and guidance, teacher inservice, and follow-up to the community schools to provide specialized educational program assistance. PEAC coordinated its services with audiological, medical and educational services provided by agencies and other government departments. The services of PEAC are made available to school divisions and the school for the deaf to facilitate integration of hearing handicapped students into the least restrictive learning environment.

During the 1981-82 school year, the Saskatchewan Hearing Aid Plan identified 1,399 children, under age 21, as having some degree of hearing loss. The educational implications were interpreted to school divisions by the Consultant for Communication Handicap. Educational programs were provided to hearing impaired children between the ages of three and 21 years. Most hearing impaired children in Saskatchewan attended public school programs in their home community. Resource room programs and itinerant teacher services were provided to students who required specialized instruction.

Personal amplification is selected and fitted by a trained audiologist. The department works closely with the audiologists in the selection of appropriate personal and/or FM amplification systems. Financial assistance was provided to boards through high cost grants to purchase personal FM amplification systems for hearing impaired students. Emphasis has continued on the provision of educational services to preschool hearing impaired children. Both the Regina Public and Saskatoon Public School Boards offered self-contained classes for severe and profound hearing impaired children three to six years of age complemented by kindergarten placement where appropriate.

A close liaison is maintained by the consultancy with other government departments, local, regional and provincial agencies and parent groups which serve hearing impaired children. Consultancy services were provided to assist with the implementation of a professional organization for educators, call Saskatchewan Educators for Hearing Impaired (SEHI).

The department continued its involvement with the evaluation, selection and fitting of electronic communication aids to children of limited oral skills. The use of a communication aid for these children was successful for many children.

■ Severe Handicap

Educational services to children with severe and multiple handicaps are provided within a variety of settings in accordance with the Department of Education commitment to the concepts of normalization and integration. Programs are offered in settings ranging from segregated developmental centres to the regular classroom.

The developmental centre program operates provincially with the option of either school board or parent management board administration. During the 1981-82 school year, 22 developmental centres were in operation with 11 centres administered by local school boards. Two additional centres have indicated their intention to move to school board administration.

An itinerant teacher provides direct programming assistance to children in developmental centres, as well as to children placed in regular classrooms. Consultative support services from the Departments of Health and Social Services help to maintain the young handicapped child in integrated programs. Increasing transdisciplinary teamwork bridges home programming with school programming and encourages parents to become more actively involved in the placement and program development for their children.

Programs for approximately 810 students with trainable mental retardation were served in the various communities throughout the province. Program implementation is directed towards functional skill, socialization, communication and vocational and life skills development. Approximately 28 per cent of this total are being served in integrated settings.

In response to demand for the development of structured programming for children with identified mild/moderate handicaps prior to the traditional school enter age, the Department of Education, in cooperation with the Department of Social Services, Day Care Branch and with two daycare centres within the province, has established two demonstration projects. The projects will investigate the provision of compensatory preschool programming for three and four-year-old children with mild handicaps through integration wtihin an existing community resource for preschool children.

■ Educational Handicap

The educationally handicapped area of consultancy includes the learning disabled, the emotionally handicapped, socially handicapped and educable mentally retarded.

The second and final year of a preschool project in the North Battleford area was completed. The department, the University of Saskatchewan and the three North Battleford school boards cooperated in this project to investigate preschool language learning disabilities. The project evaluation will be completed by the University of Saskatchewan research staff.

Preferred funding for severe learning disabled pupils between the ages of 16 and 21 has been approved.

Placement of children who are severely socially/emotionally handicapped continues to be made through the joint efforts of Education, Social Services and private agency personnel.

■ Gifted

With the development of the departmental policy on the education of the Gifted, the following activities were undertaken during the year under review.

A departmental committee developed Implementation Guidelines and a Work Plan. The guidelines will ensure a uniform emphasis in all departmental initiatives. The intention of the work plan is to encourage and facilitate the education of the gifted student within mainstream education programs.

There has been a follow-up with all of those agencies and organizations that made representation to the department during the policy development stage of the gifted education project. This activity served to explain the policy and consisted of meetings in each education region with the directors of education and meetings with representatives from each of the following organizations and agencies: SSTA, STF; Parents of the Gifted (Saskatoon and Regina Chapters); University of Saskatchewan and University of Regina.

Inservice materials were developed by two teachers, knowledgeable in the education of the gifted and working under contract to the department.

The Development Division developed a process for meeting the needs of the gifted in all curriculum development activities. This procedure will serve to evaluate the utility of existing curricula in meeting the needs of the gifted and guide the development of new documentation. It should also have application to other student populations with unique curriculum needs.

The Instructional Resources Branch has prepared an annotated bibliography of resource materials for special education which includes the gifted.

Bursary monies were made available to teachers taking courses in the education of the gifted.

The University of Saskatchewan expanded its teacher training program in the area of the gifted.

Identified Hearing Impaired Children (0-21 years) in Saskatchewan, 1981-82

	Region								
Degree of loss	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**DNS**	**Total**
Profound *(90 dB — greater)	15	5	12	69	19	42	45	22	299
Severe *(70 dB — 90 dB)	5	5	5	34	16	6	35	13	119
Moderate *(50 dB — 70 dB)	15	7	11	43	14	14	43	12	159
Mild *(20 dB — 50 dB)	35	21	44	120	59	42	134	108	563
Unilateral	36	28	23	32	30	20	125	19	313
Deaf/Blind	—	4	1	9	1	—	1	—	16
Total	106	70	96	307	139	124	383	174	1,399

*Hearing Loss based on loss in better ear.

Educational Administration Branch

The major objectives of the Educational Administration Branch are to maximize the availability of educational programs and services to pupils, to promote equality of educational opportunity throughout the province, and to assist boards of education to provide an equitable, high quality, basic educational program without an unduly high level of local taxation.

The branch accomplishes these objectives through several activities:

- distribution of provincial grant monies on the basis of the foundation grant formula, which is based on an equalization principle designed to guarantee equality of educational opportunity regardless of the financial base of individual school systems;
- provision of assistance and guidance in the design, location, cost and financing of school facilities;
- initiation of changes in the legislative framework within which school boards and the department function;
- provision of service in an administrative and advisory capacity to school boards in matters related to school law, land transfers and boundary changes;
- provision of service of a consultative nature to school boards in financial and administrative matters.

School Grants Administration

Changes in the grant formula for 1982 included:

1. Pupil rate increases of:

- $130 for kindergarten students in Regina, Saskatoon, Prince Albert and Moose Jaw Public and $133 for kindergarten students in other jurisdictions.
- $257 or $263 for Division I and II students.
- $258 or $265 for Division III students.
- $274 or $279 for Division IV students.

2. Increased transportation rates to $190 per student transported and $90 per recognized kilometre of bus travel.

3. Increased second language and special education student rates.

4. An increase in the computational mill rate from 75 for 1981 to 83.25 mills for 1982 in Regina, Saskatoon, Prince Albert and Moose Jaw, and from 73.0 mills to 82 mills in all other jurisdictions.

School Board Expenditure

Operating expenditures in 1981 totalled $501,754,150 exclusive of tuition fee payments. This reflected an increase of $61,182,833 over 1980 expenditures.

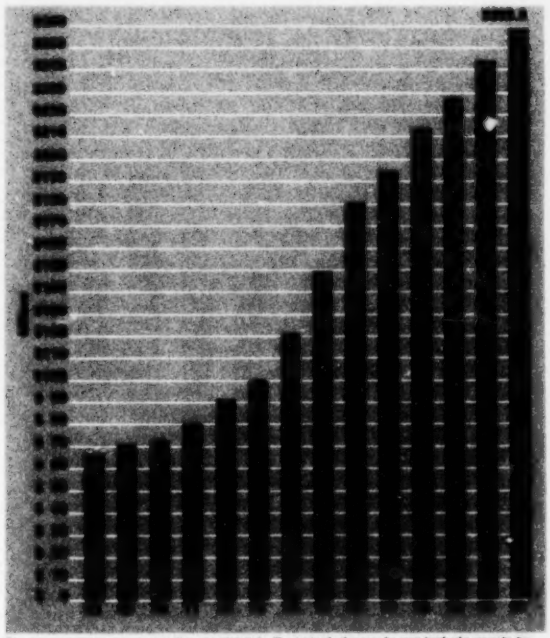
Teacher salary costs increased by 13.83 per cent and plant operation by 10.39 per cent over 1980.

Current interest expenses amounted to $4,788,612, which is an increase of 57.6 per cent over the 1980 expenditures.

Tax arrears at December 31, 1981 were $21,114,111, as compared to $19,220,189 at December 31, 1980.

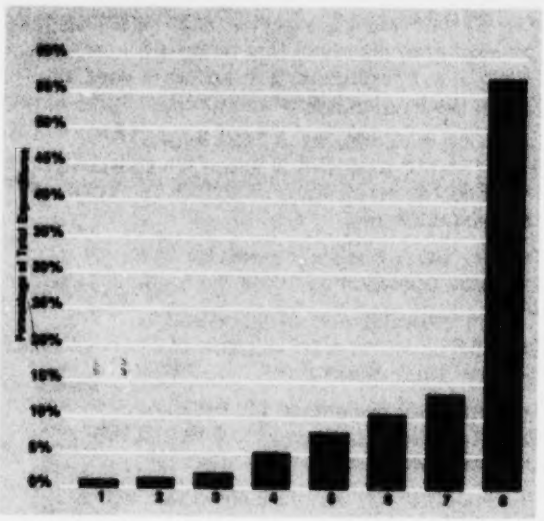
Enrolments in regular grant supported schools in 1981-82 totalled 193,627 students, as compared to 198,527 for 1980-81. The decrease in non-city jurisdictions was 3,822 students while city jurisdictions decreased by 1,082 students.

Grants to Schools 1968 to 1981



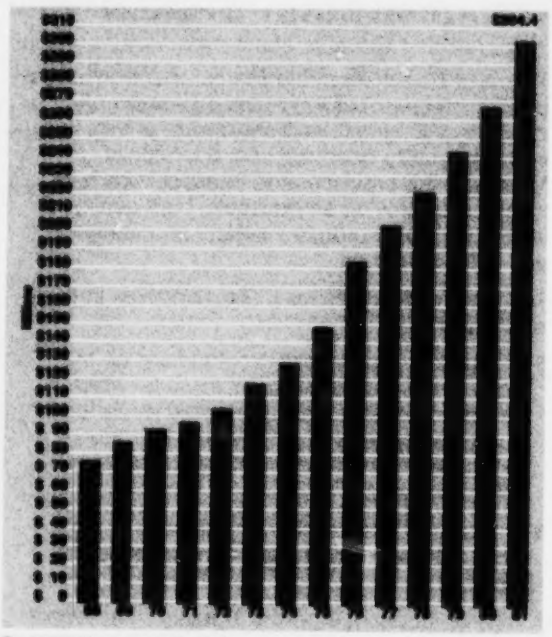
For comparative purposes the grant totals illustrated above do not include grants to universities and colleges, or schools under the administration of the Department of Northern Saskatchewan.

Distribution of School Division Expenditures, 1981



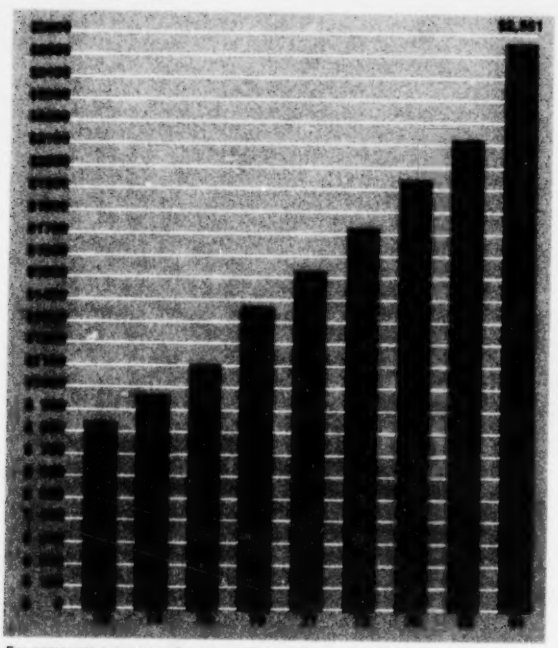
1	Miscellaneous Reserves and Ancillary	$ 5,794,754	1.09%
2	Capital	6,083,191	1.14%
3	Administration	12,948,069	2.44%
4	Debt Charges	27,469,632	5.17%
5	Instructional Material and Equipment	44,186,139	8.32%
6	Plant Operation	57,232,440	10.78%
7	Fees and Transportation	73,126,505	13.76%
8	Professional Salaries	304,367,506	57.30%
	Total	531,208,236	

Teacher Salary Expenditure 1968 to 1981



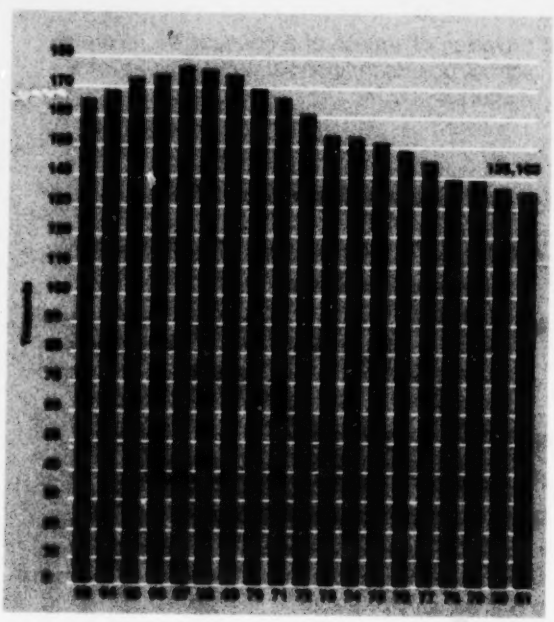
For comparative purposes the teacher salary expenditures do not include private schools, universities, colleges or schools under the administration of the Department of Northern Saskatchewan.

School Board Expenditures Per Pupil 1973 to 1981



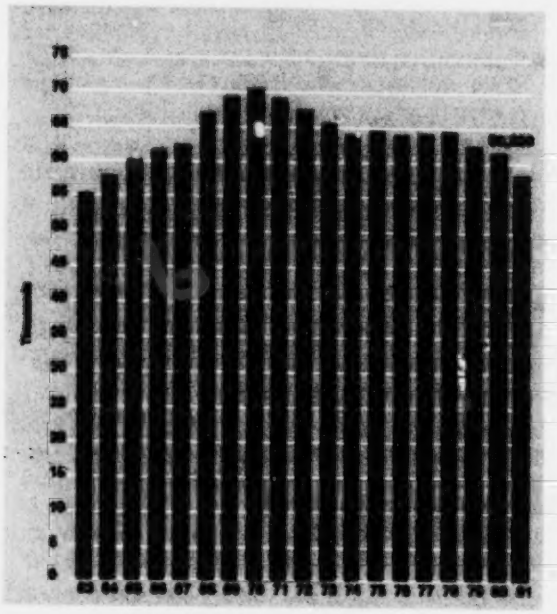
For comparative purposes the per pupil expenditures do not include private schools, universities, colleges or schools under the administration of the Department of Northern Saskatchewan.

Elementary Enrolment 1963 to 1981



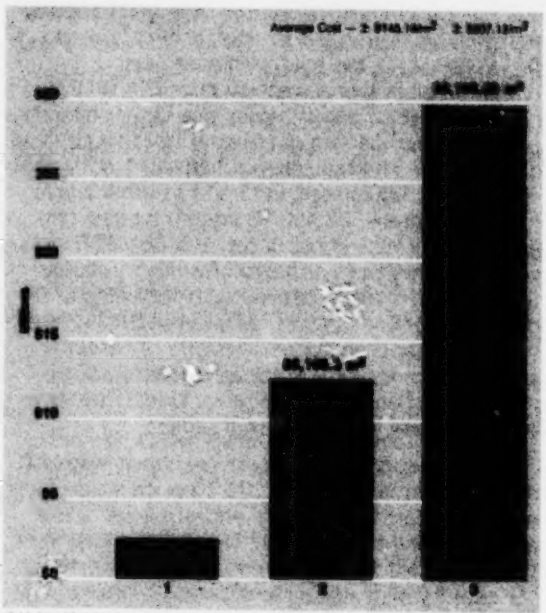
For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities, developmental centres, or schools under the administration of the Department of Northern Saskatchewan.

Secondary Enrolment 1963 to 1981



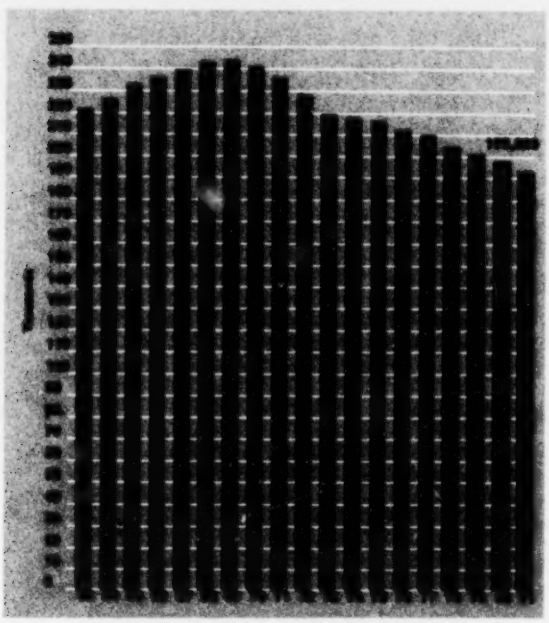
For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities, developmental centres, or schools under the administration of the Department of Northern Saskatchewan.

Capital Projects Approved 1981 — 1982



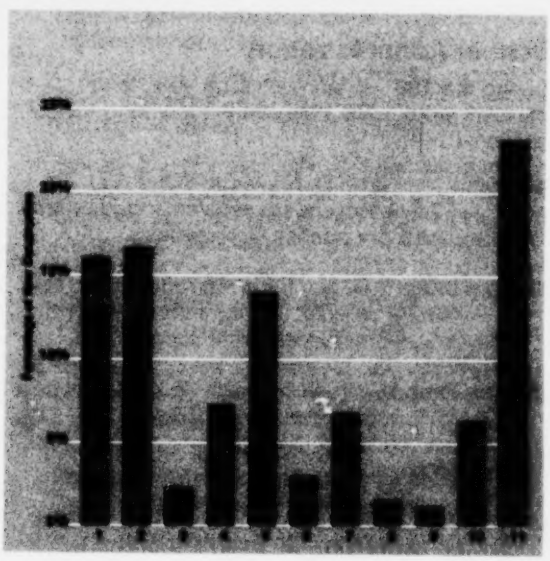
1 Unfixed furniture, equipment, land and external works	$ 2,288,223
2 Major renovations	12,362,974
3 New construction	29,431,734
Total Estimated Cost:	**$44,082,931**

Combined Elementary and Secondary Enrolments 1963 to 1981



For comparative purposes the enrolments do not include private schools, government aided schools, correspondence schools, colleges, universities, developmental centres, or schools under the administration of the Department of Northern Saskatchewan.

Percentage Breakdown of New Construction 1981 — 1982



1 Permanent classrooms	16.05%	8 Admin./Staff	1.73%
2 Relocatable classrooms	16.82%	9 Nurse and Dental	1.24%
3 Science laboratories	2.55%	10 Other uses	6.48%
4 Resource centres	7.45%	11 Walls, corridors, mechanical and electrical, toilets and storage	23.27%
5 Gymnasiums	14.05%		
6 Music and Art	3.31%		
7 Home Economics/I.A.	6.96%		

School Facilities

During the 1981-82 school year, 124 capital projects received approval for planning and eventual construction at a total estimated cost of $44,082,931. Of the total estimated cost $29,431,734 is for new construction, $12,362,974 is for major renovations, which are either separate projects or are carried out in conjunction with new construction. The remaining $2,288,223 is for unfixed furniture, equipment, land and external works. In terms of areas, 38,193.53 square metres were approved for new construction and 85,165.3 square metres were approved for major renovations. The average approved cost, including architectural or engineering fees, but excluding unfixed furniture and equipment, was $507.12 per square metre for new construction and $145.16 per square metre for major renovations. The latter figure includes the cost of roof repairs.

Of the total approved area of new construction of 38,193.53 square metres, 23.27 per cent was for walls, corridors, mechanical and electrical, toilets and storage; 14.05 per cent for gymnasiums; 16.05 per cent for classrooms (permanent); 16.82 per cent for relocatable classrooms; 7.45 per cent for resource centres; 6.96 per cent for home economics and industrial arts; 2.55 per cent for laboratories; 3.31 per cent for music and art; 1.73 per cent for administration and staff; 1.24 per cent for nurse and dental rooms; and 6.48 per cent for other purposes.

School Administration

During the 1981-82 annual report year, land transfers were made between the following school divisions:

- From Kerrobert S.D. No. 44 to Wilkie S.D. No. 59 — 32 3/4 sections (as recommended by the Educational Boundaries Commission)
- From Wilkie S.D. No. 59 to Kerrobert S.D. No. 44 — 36 3/8 sections (as recommended by the Educational Boundaries Commission)
- From Thunder Creek S.D. No. 78 to Moose Jaw S.D. No. 1 and Moose Jaw R.C.S.S.D. No. 22 — a small parcel of land that was added to the City of Moose Jaw
- From Saskatoon (East) S.D. No. 41 and Saskatchewan Valley S.D. No. 49 to Saskatoon S.D. No. 13 and St. Paul's R.C.S.S.D. No. 20 — three sections
- From Weyburn Central S.D. No. 73 to Regina (East) S.D. No. 77 — one quarter section
- From Saskatoon S.D. No. 13 and St. Paul's R.C.S.S.D. No. 20 to Saskatoon (East) S.D. No. 41 and Saskatoon (West) S.D. No. 42 — one and one-quarter sections
- From Buffalo Plains S.D. No. 21 to Regina S.D. No. 4 and Regina R.C.S.S.D. No. 81 — small portion of land that was added to the City of Regina

Lands not previously in school divisions were added to the following school divisions:

- Kerrobert S.D. No. 44 — eight and one-half sections
- Wilkie S.D. No. 59 — 72 sections

Alterations in sub-division boundaries were made in the following school divisions at the request of the boards of education:

Tisdale S.D. No. 53
Blaine Lake S.D. No. 57
Oxbow S.D. No. 51
Northern Lakes S.D. No. 64
Borderland S.D. No. 68
Thunder Creek S.D. No. 78

In the Borderland S.D. No. 68 one sub-division was disorganized reducing the board members from six to five.

New sub-divisions were established in school divisions as follows:

Blaine Lake S.D. No. 57 — Sub-division No. 8
Wadena S.D. No. 46 — Sub-division No. 10

During the 1981-82 annual report year one Class "A" and nine Class "C" certificates of qualification as secretary-treasurers of school divisions were issued. The Class "C" certificate is issued on the successful completion of the University of Regina two-year program in local government administration and the Class "A" certificate upon the completion of two years experience as a secretary-treasurer in a school division office, following the receipt of a Class "C" certificate.

There were four inquiries by Boards of Reference established under *The Education Act* into the termination of contracts of teachers.

Educational Boundaries Commission

The Educational Boundaries Commission consisted of Mr. Ian J. Wilson, Chairman, Saskatoon, Mrs. Joan Patola, Saskatoon and Mr. Ronald Gross, Watrous.

During the 1981-82 year, hearings were held in Regina and Saskatoon on establishing boundaries for the proposed implementation of the ward system for the election of trustees in the Saskatoon and Regina School Divisions.

Teacher Collective Bargaining

Provincial negotiations for a collective agreement between Saskatchewan teachers, boards of education and the provincial government concluded on April 2, 1982, with the signing of a contract covering the period January 1 to December 31, 1982.

The agreement provided for increases of 14.0 per cent in salaries for teachers and also in allowances for principals and vice-principals.

In addition, part-time teachers attending institutes, conventions, or workshops at the request of a board of education will be paid at their regular salary rate.

All teaching service will now be counted for the calculation of increments.

Teachers in one room schools will be paid a principal's allowance.

An Early Retirement Option will be available to teachers with thirty years of service who are under fifty-five years of age. There will be a reduction factor for each month that the teacher is under fifty-five years of age at the time of retirement.

Group insurance levels have been increased and coverage under group insurance and Accidental Death and Dismemberment benefits have been extended to superannuated teachers under sixty-five years of age and secretary-treasurers respectively.

The Educational Relations Board

The Educational Relations Board was set up in 1973 under the then *Teacher Collective Bargaining Act*, which has since been repealed by *The Education Act*. This Board has been established to service, in an advisory capacity, parties in negotiations; administer boards of conciliation or arbitration; and appoint mediators as required.

The Educational Relations Board consists of four members and a Chairman. The members are nominated by the Saskatchewan Teachers' Federation and the Saskatchewan School Trustees' Association and these members either nominate the chairman or, if they cannot agree on a chairman, the Chief Justice of the Queen's Bench appoints a chairman. The members serving on the Board this past year have been:

Mr. Ronald L. Barclay, Q.C.
Chairman, appointed by the members

Mr. David A. Kydd, Wolseley
Nominated by Saskatchewan Teachers' Federation

Mr. Karen Rongve, Saskatoon
Nominated by Saskatchewan Teachers' Federation

Mr. D.J. Phillips, Yorkton
Nominated by Saskatchewan School Trustees' Association

Mr. J. Gordon Goodfellow, Neilburg
Nominated by Saskatchewan School Trustees' Association

During the 1981-82 year, the Educational Relations Board received three requests for the appointment of a mediator; four requests for the establishment of a conciliation board; and one request for the establishment of an arbitration board, the particulars of which are as follows:

1. Mediation:

- Hudson Bay School Division No. 52 and Hudson Bay School Division No. 52 Teacher Local Bargaining Committee

  Mediator — Nicholas Sherstobitoff

- Thunder Creek School Division No. 78 and Thunder Creek School Division No. 78 Teacher Local Bargaining Committee

  Mediator — Paul Hrabinsky

- Moose Jaw Roman Catholic Separate School Division No. 22 and Moose Jaw Roman Catholic Separate School Division No. 22 Teacher Local Bargaining Committee

  Mediator — Ian D. McLellan

2. Conciliation:

- Davidson School Division No. 31 and Davidson School Division No. 31 Teacher Local Bargaining Committee

  Chairman — Nicholas Sherstobitoff
  Board Nominee — Michael Doren
  Teacher Nominee — Frank Garritty

- Moose Jaw Roman Catholic Separate School Division No. 22 and Moose Jaw Roman Catholic Separate School Division No. 22 Teacher Local Bargaining Committee

  Chairman — George Hill
  Board Nominee — Michael Russell
  Teacher Nominee — Jim Hudson

- Weyburn School Division No. 97 and Weyburn School Division No. 97 Teacher Local Bargaining Committee

  Chairman — Dennis Ball
  Board Nominee — Stafford Nimegeers
  Teacher Nominee — Frank Garritty

- Northern Lights School Division No. 113 and Northern Lights School Division No. 113 Teacher Local Bargaining Committee

  Chairman — Gordon W. Kirkby Q.C.
  Board Nominee — Colin MacColl
  Teacher Nominee — Edward Leson

3. Arbitration

- Thunder Creek School Division No. 78 and Thunder Creek School Division No. 78 Teacher Local Bargaining Committee

  Chairman — George Hill
  Board Nominee — Sharron Cooper
  Teacher Nominee — Frank Garritty

During the past year the Educational Relations Board received requests from eight Boards of Education to have persons appointed by the boards designated as not being teachers under *The Education Act*, and the eight persons were so designated by the Educational Relations Board.

Red Cross Youth

For 60 years, since 1922, Red Cross Youth, and Junior Red Cross as it used to be known, have served the youth of Saskatchewan and the world. The goals have always been to educate and help youth in the areas of health, safety, human understanding and volunteering. This year, the 60th Anniversary, has seen no change in this and a number of new programs were introduced to supplement existing ones.

The two oldest services, enrolments and the Needy Children's Fund have been active. A total of 21,984 students were enroled by 951 teacher sponsors throughout the province. These groups are kept informed of Red Cross activities through REACH, the Red Cross Youth newsletter produced four times a year.

The Needy Children's Fund received $17,437.82 in donations from the many classes who cared enough about others to do something for those in need. The money raised came from sales, carnivals, shows and other fun fund-raising activities. There were 26 children in Saskatchewan who received direct help from the Fund. Transportation, often out of province, for special medical treatment, costly milk substitutes for babies with allergies, medical dressings, orthopedic shoes, equipment and medical supplies for diabetic children, and enrolment fees for children to enter special day cares are some of the costs covered by the Fund for families who require help. A number of International Action Projects were also aided. Assistance went to Africa — to provide food and medical help to several countries, Senegal — to help with poultry breeding and vegetable growing programs, Barbados — to teach swimming to physically disabled children, and the Philippines — to help with a vegetable growing project.

Another project which helps children in need is the health kit. Students donate health and grooming kits, with items such as soap, towels, toothbrushes and tooth paste, to the Red Cross. These kits are then sent to children who have lost their belongings because of fire and to several schools in the far North where shower programs are run in schools. This past year 336 kits valued at $1,680.00 were sent to these children.

A special fund raising project, piloted last year, was the Spellathon. This was very successful with $4,769.18 being raised by students to help the Red Cross Relief Program in Southern African Countries. Students gather pledges, for spelling words correctly, to donate to this program. Red Cross Youth provided a kit with all the necessary material to classes wishing to hold the event.

All of this activity shows a strong willingness by Saskatchewan students to volunteer to help those in need. Other examples of this involvement are the 16 students from North Battleford who became Fun and Fitness instructors to help senior citizens in their community. For this involvement the Saskatchewan Division of the Red Cross won the Florence Emery Award presented yearly to the division with the most innovative health project. Students from Harrow de Groot School often work at the Red Cross Headquarters helping with newsletters and mailings. These are but a few of the activities students are involved in, through Red Cross, to help others.

"First Aid for Teachers" has been very successful in this first complete year the workshop has been conducted. Four hundred participants have attended the 29 workshops which were held throughout the province. The Department of Education provided a $2,500.00 grant to Red Cross Youth to aid in the delivery of the course. It is expected that this will continue to be a popular program as it gives teachers the basic first aid skills they will likely require at school. Basic First Aid Orientations for Grade 6 teachers are conducted with this program.

A number of programs have been developed over the last year. "Staying Alive" is an Emergency First Aid course for Division III students, "Watersafe" is a new teaching aid to supplement pool lessons, "Tomorrow's World" is an International Development Education program for secondary school classes, "When Temperatures Drop" is a cold weather survival guide and "Sexually Transmitted Diseases" is a health education program. All Red Cross Youth nationally available materials are produced in French and can be very useful in those programs using French.

Red Cross Youth was provided with a grant from the Canadian International Development Agency to develop and implement workshops and material on International Development Education for teachers and students. One hundred and thirteen teachers and 1,160 students were directly affected by this and an estimated 1,375 other students indirectly affected.

The "Learning for Life" high school student seminar was again very successful. Thirty-seven students from across Saskatchewan attended the sessions on leadership, first aid, prejudice, development education and the recreation activities held at Fort San.

Red Cross Youth had other Provincial Events over the year. North Battleford held its third World Neighbourhood Picnic. A number of students and teachers attended from the Battleford area. The 9th Provincial "Bike for Life" Rodeo was held in Regina with 48 participants invited to attend. This program is always a great success due to the volunteer help of teachers, service clubs, parents, police, R.C.M.P. detachments, the Department of Culture and Youth and various Recreation Boards.

There were 29,109 students involved with various programs on health, safety, environmental awareness and development education. Students also volunteered to work, and donate, at Blood Donor Clinics.

The summer of 1982 was special to a number of high school students. Red Cross Youth sent a Saskatchewan delegate to a Youth Camp in New York State; two students, one from Regina and one from Duck Lake, went to a week long Leadership Seminar in B.C.; and a Weyburn student went to an International Education Seminar in Ontario.

Teacher sponsors who have enroled their class with Red Cross Youth for 15 years received the National Badge of Service. Twenty-five teachers were awarded this honour at the Red Cross Annual Meeting. Many of the presentations were made by the teacher's superintendent, and they are thanked for their cooperation.

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Enrolments

Table I
Comparative Statement of Enrolment for all Organized Schools, 1976-82

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Kindergarten	13,502	13,614	13,676	13,966	14,436	14,687
Grade 1	15,745	15,737	15,528	15,402	15,550	15,539
Grade 2	15,178	15,130	15,002	14,914	14,730	14,745
Grade 3	14,997	15,095	14,790	14,929	14,724	14,483
Grade 4	14,940	15,000	15,018	14,816	14,823	14,563
Grade 5	16,169	15,037	15,003	15,135	14,875	14,647
Grade 6	17,358	16,258	15,025	14,978	15,058	14,605
Grade 7	19,380	17,939	16,577	15,320	15,202	15,271
Grade 8	19,116	18,904	17,376	16,216	15,003	14,728
Grade 9	18,021	18,227	18,215	16,498	15,429	14,324
Grade 10	17,117	16,762	16,980	16,776	15,660	14,606
Grade 11	15,313	15,523	15,260	15,438	15,235	14,299
Grade 12	13,808	13,986	14,133	14,004	14,208	14,189
Other	3,132	3,344	2,988	3,343	3,594	2,937
Total	213,776	210,556	205,571	201,735	198,527	193,623

Note: Figures in this table do not include pupils enroled in correspondence schools, private schools, School for the Deaf, Government aided schools or Department of Northern Saskatchewan.

Table II
Enrolment, 1976-82

	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Rurals (formerly Units)	105,618	103,121	99,858	96,828	94,179	91,869
Rurals (Non-units)	6,745	6,694	6,278	6,158	5,989	4,477
Urbans	101,413	100,741	99,435	98,749	98,359	97,277
Total	213,776	210,556	205,571	201,735	198,527	193,623

Note: Figures in this table do not include pupils enroled in correspondence schools, private schools, School for the Deaf, Government aided schools or Department of Northern Saskatchewan.

Enrolments

Table III
Enrolments for Organized School Districts, 1981-82

Grade	Rural Divisions (formerly Units)	Other Rural Divisions	City Divisions	Government Aided Schools	Government Correspondence Schools	Developmental Centres	Private Schools	Total
Kindergarten	6,808	378	7,501	31	—	—	66	14,784
Grade 1	7,640	414	7,485	37	—	—	98	15,674
Grade 2	7,270	396	7,079	35	—	—	84	14,864
Grade 3	7,111	398	6,974	28	—	—	94	14,605
Grade 4	7,176	353	7,034	28	—	—	75	14,666
Grade 5	7,144	389	7,114	16	—	—	72	14,735
Grade 6	7,268	379	6,958	23	—	—	73	14,701
Grade 7	7,856	369	7,046	26	—	—	97	15,394
Grade 8	7,502	345	6,881	25	—	—	113	14,866
Grade 9	7,055	337	6,932	0	—	—	316	14,640
Grade 10	6,307	233	8,066	0	—	—	418	15,024
Grade 11	6,062	244	7,993	0	—	—	555	14,854
Grade 12	5,851	220	8,118	0	—	—	622	14,811
Other	819	22	2,096	24	—	178	220	3,359
Total	91,869	4,477	97,277	273	—	178	2,903	196,977

Note: Does not include enrolments of schools operating under the administration of the Department of Northern Saskatchewan.

Enrolments

Table IV
Enrolments, Teachers and Schools, 1981-82

Rural (formerly Units)	Enrolment	Teachers	Schools
Arcola	1,909	115	10
Assiniboia	1,282	88	9
Battle River	1,527	98	11
Battlefords	1,341	76	7
Biggar	1,182	82	7
Blaine Lake	1,070	71	5
Borderland	1,174	82	6
Broadview	1,327	85	5
Buffalo Plains	2,106	115	10
Canora	1,212	67	7
Cupar	1,655	108	9
Davidson	1,101	71	7
Deer Park	765	46	8
Eastend	806	54	6
Estevan Rural	1,087	68	8
Eston-Elrose	1,280	85	8
Gull Lake	735	50	5
Herbert	1,212	96	12
Hudson Bay	1,947	109	10
Humboldt	2,087	139	16
Indian Head	1,604	96	7
Kamsack	1,253	80	9
Kerrobert	1,645	105	12
Kindersley	1,583	98	9
Kinistino	1,271	74	6
Lanigan	1,412	85	11
Last Mountain	1,555	106	11
Leader	1,050	75	11
Long Lake	1,382	86	7
Maple Creek	1,315	82	12
Meadow Lake	2,648	161	12
Moosomin	1,646	97	7
Nipawin	2,745	151	13
Northern Lakes	1,613	108	8
Outlook	1,500	99	10
Oxbow	1,293	79	10
Parkland	1,922	117	10
Potashville	2,659	152	14
Prairie View	1,050	80	9
Prince Albert Rural	2,185	127	14
Radville	764	56	8
Regina (East)	1,244	78	7
Rosetown	1,560	98	13
Saskatchewan Valley	3,671	203	15
Saskatoon (East)	2,228	137	10
Saskatoon (West)	2,575	154	13
Shamrock	1,709	104	8
Shaunavon	1,161	78	11
Sturgis	1,462	86	10
Swift Current Rural	876	56	11
Thunder Creek	1,208	70	9
Tiger Lily	1,146	72	6
Tisdale	1,945	123	12
Turtleford	1,380	88	9
Wadena	2,413	147	12
Wakaw	1,669	117	8
Weyburn	864	59	8
Wilkie	1,541	103	10
Wood River	793	55	11
Yorkdale	1,524	92	14
Total	91,869	5,739	573

Rurals, Villages and Towns	Enrolment	Teachers	Schools
Christ the King R.C.S.S.D.	122	8	1
Grand Coulee	69	4	1
Gray	13	1	1
Lemberg	188	13	1
Mankota Lady Fatima	49	3	1
Mathieu R.C.S.S.D.	105	8	1
Neudorf	163	11	1
Paynton	132	9	1
Pense	123	7	1
St. Alphonse R.C.S.S.D.	58	4	1
St. Gabriel's R.C.S.S.D.	123	8	1
St. Olivier R.C.S.S.D.	117	7	1
Spiritwood R.C.S.S.D.	136	8	1
Unity R.C.S.S.D.	178	10	1
Wilcox	48	3	1
Wilkie R.C.S.S.D.	216	10	1
Balcarres	466	28	2
Gravelbourg	383	25	2
Grenfell	411	24	2
Humboldt	130	9	1
Humboldt R.C.S.S.D.	419	24	2
Humboldt C.I.	551	32	1
Wolseley	236	15	2
Wolseley R.C.S.S.D.	41	3	1
Total	4,477	274	29
Cities			
Estevan	943	58	5
Estevan R.C.S.S.D.	603	37	4
Estevan Comp	807	43	1
Lloydminster	1,166	143	4
Lloydminster R.C.S.S.D.	352	28	3
Melfort	1,368	78	5
Melville	649	38	4
Melville R.C.S.S.D.	383	19	1
Melville Comp	509	29	1
Moose Jaw	4,956	296	15
Moose Jaw R.C.S.S.D.	1,501	84	6
North Battleford	2,264	125	7
North Battleford R.C.S.S.D.	1,386	90	6
Prince Albert	3,728	215	13
Prince Albert R.C.S.S.D.	2,373	148	12
Prince Albert Comp.	1,065	59	1
Regina	23,504	1,366	73
Regina R.C.S.S.D.	10,002	548	39
Saskatoon	21,423	1,184	55
Saskatoon R.C.S.S.D.	8,901	480	33
Swift Current	2,072	131	8
Swift Current R.C.S.S.D.	252	13	2
Swift Curent Comp.	1,476	82	1
Weyburn	1,633	92	6
Weyburn R.C.S.S.D.	428	20	2
Yorkton	2,694	154	8
Yorkton R.C.S.S.D.	839	50	4
Total	97,277	5,610	319
Provincial Total	193,623	11,623	921

Note: Does not include Government aided, private or developmental centre schools.

Enrolments

Table V
Correspondence School — High School Enrolment, 1981-82

Grade	Type A Service: Subject	Type B Service: Students	Type B Service: Teacher Reference
9	752	22	123
10	2,669	154	202
11	2,480	81	226
12	3,239	69	270
Total	9,140	326	821

Type A Service refers to the number of students registered for full instruction. Column 1 above shows the total number of courses for which these students were enroled.

Type B Service refers to students who were taught in local schools with the aid of correspondence courses. Teacher reference refers to correspondence courses purchased by teachers as teaching aids.

Table VI
Enrolments in French Language Programs, 1981-82

Program	1970-71	1975-76	1980-81	1981-82	1981-82 changes over 1980-81
Advanced French	3,370	1,064	640	570	– 70 (– 10.9%)
Designated Schools	628	1,396	2,552	3,127	+ 575 (+ 22.5%)
Oral French	86,727	60,215	45,050	45,606	+ 556 (+ 1.01%)

Table VII
Enrolment in Technical Education Classes, 1976-82

Enrolments	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
(Div. III 8-9 series) Industrial Arts	16,145	16,731	15,212	13,647	14,007	12,846
(Div. IV 15-25-35 series) Industrial Arts	9,099	8,159	7,437	6,856	5,375	6,600
(Div. IV 13-23-33 series) Technologies	4,777	4,460	5,568	5,869	3,621	5,189
(Div. IV 14-24-34 series) Trades	6,866	7,877	8,983	9,477	7,308	8,555
Bulletin "D"	934	1,494	825	1,209	965	1,149
Total	37,821	38,721	38,025	37,058	31,276	34,339

Special Education

Table VIII
Educational Services to Children With Handicaps, 1981-82

Nature of Special Service	Nature of Handicap*								
	TMR	ED	VI	HI	OH	LD	CHI	MH	Total
Special Equipment	0	0	0	13	6	0	1	1	21
Consult and Equip.	2	0	3	4	11	2	1	0	23
Teacher Aid	52	7	2	14	34	5	2	14	130
Itinerant Teacher	20	16	15	48	1	265	4	4	373
Resource Room	84	49	28	65	10	817	11	8	1,072
Part-time Spec. class	63	6	0	1	1	23	0	4	98
Full-time Spec. class	307	72	5	28	37	26	1	24	500
Special School	252	56	1	11	21	13	2	80	436
Developmental Centre	6	0	0	0	0	0	0	138	144
Spec. Boarding School	24	28	0	0	0	0	0	0	52
Homebound Instruction	0	1	0	0	0	0	6	0	7
Other	0	0	0	12	20	0	7	0	39
Total	810	235	54	196	141	1,151	35	273	2,895

**(TMR: Trainable Mentally Retarded; ED: Emotionally Disturbed; VI: Visually Impaired; HI: Hearing Impaired; OH: Orthopedically Handicapped; LD: Learning Disabled; CHI: Chronic Health Impaired; MH: Multiply Handicapped.)*

Table IX
Summary of Hearing Impaired Students, 1981-82

Programs	Regions								
	1	2	3	4	5	6	7	DNS	Total
Nursery	1	2	2	18	4	—	20	3	50
Pre-school	2	5	5	22	6	4	13	3	60
Public School	98	57	80	220	107	110	332	156	1,160
School for the Deaf	4	4	8	43	22	10	13	12	116
Developmental Centre	1	1	1	4	—	—	4	—	11
Special Board	—	1	—	—	—	—	1	—	2
Total	106	70	96	307	139	124	383	174	1,399

Examinations

Table X
Grade 12 Examinations
January Semester, 1976-82

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1976	13,988	9,006	1,212
1977	13,396	8,192	1,046
1978	13,818	7,679	1,292
1979	10,328	8,150	734
1980	14,993	8,640	660
1981	14,898	8,706	693
1982	14,500	8,827	699

Table XI
Grade 12 Examinations
June, 1976-82

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1976	16,880	21,086	10,136
1977	17,170	21,542	10,436
1978	16,461	20,330	11,530
1979	19,175	20,551	11,366
1980	18,838	19,489	10,966
1981	15,056	20,150	11,400
1982	14,500	19,896	11,437

Table XII
Grade 12 Supplemental Examinations
August, 1976-82

Year	Number of Candidates	Number of Papers Marked	Number of Candidates Completing the Grade
1976	185	260	38
1977	371	526	48
1978	420	530	50
1979	371	505	64
1980	449	640	70
1981	303	418	56
1982	499	643	116

Professional Staff

Table XIII
Teaching Staff, 1968-82

Year	Number of Teachers*	Net Increase or Decrease
1968-69	11,648	+343
1969-70	11,719	+71
1970-71	11,059	-660
1971-72	10,959	-100
1972-73	11,136	+177
1973-74	11,089	-47
1974-75	11,187	+98
1975-76	11,392	+205
1976-77	11,402	+10
1977-78	11,468	+66
1978-79	11,479	+11
1979-80	11,579	+100
1980-81	11,578	-1
1981-82	11,671	+93

**Note: Includes part-time and itinerant teachers, consultants and directors. Excludes teachers in private schools and in schools operating under the administration of the Department of Northern Saskatchewan.*

Table XIV
Teachers Employed, 1981-82

Class	Rural Divisions (formerly Units)	Others (Rural Village, Town Divisions)	Cities	Gov't. Aided	Total
VI	144	5	505	0	654
V	973	51	1,405	7	2,436
IV	2,738	112	2,676	28	5,554
III	799	53	495	7	1,354
II	978	50	448	5	1,481
I	19	1	10	1	31
C	18	0	7	0	25
Other	70	2	64	0	136
Total	5,739	274	5,610	48	11,671

Note: Includes part-time and itinerant teachers, consultants and directors. Excludes teachers in private schools and in schools operating under the administration of the Department of Northern Saskatchewan.

Table XV
Teachers' Average Salaries, 1968-82

Year	Salary Grid	Average Salaries
1968-69	—	6,798*
1969-70	—	7,764**
1970-71	1969	7,963
1971-72	1971	8,696
1972-73	1972	9,607
1973-74	1974	10,397
1974-75	1975	12,756
1975-76	1976	15,526
1976-77	1977	17,045
1977-78	1978	18,538
1978-79	1979	20,142
1979-80	1980	22,400
1980-81	1981	25,297
1981-82	1982	29,214

** Based on salaries at September, 1968 as per 1967-68 academic year grid.*

*** Based on salaries at September, 1969 as per 1969 salary grid.*

Table XVI
Teachers' Average Salaries, 1981-82

1982 Salary Grid Exclusive of Special Allowances

	Rural Divisions (formerly Units)	Other Rural Divisions	Cities	Total
Class VI	$36,390	$37,340	$36,905	$36,793
Class V	32,378	32,469	33,499	33,022
Class IV	29,306	28,840	29,939	28,927
Class III	23,452	22,461	22,978	23,251
Class II	22,498	22,078	22,338	22,438
Class I	20,142	16,089	20,462	20,019
Class C	15,498	—	15,498	15,498

Table XVII
Teachers — Percentage Distribution by Classification, 1981-82

Classification	Percentage
Class VI	5.6
Class V	20.9
Class IV	47.6
Class III	11.6
Class II	12.7
Class I	0.3
Class C	0.2
Other	1.1

Professional Staff

Table XVIII
Teacher Recruitment From Other Canadian Provinces, 1981-82
(April 1, 1981 to March 31, 1982)

Provisional Certificates	British Columbia	Alberta	Manitoba	Ontario	Quebec	Nova Scotia	New Brunswick	Prince Edward Island	Newfoundland	Total
Standard "A"	6	1	9	12	3	3	0	1	0	35
Standard "B"	0	0	0	0	0	0	0	0	0	0
Professional "A"	9	31	35	66	10	14	14	1	2	182
Professional "B"	0	0	1	7	4	0	0	0	0	12
Vocational	0	0	0	0	0	0	0	0	0	0
Technical Teacher's	0	0	0	0	0	0	0	0	0	0
Total	15	32	45	85	17	17	14	2	2	229

Table XIX
Teacher Recruitment From Other Countries, 1981-82
(April 1, 1981 to March 31, 1982)

Provisional Certificates	United Kingdom*	United States	India	Europe	New Zealand & Australia	Others	Total
Standard "A"	3	2	0	0	0	3	8
Standard "B"	0	1	0	0	0	0	1
Professional "A"	6	19	4	0	0	7	36
Professional "B"	0	7	0	0	0	0	7
Vocational	0	0	0	0	0	0	0
Total	9	29	4	0	0	10	52

**Including Scotland*

Table XX
Certification
College of Education Students
(April, 1981 to March, 1982)

Certificates	No. Issued
Interim Standard "A"	0
Standard "A"	241
Standard "B"	3
Professional "A"	385
Professional "B"	6
Vocational	9
Technical	0
Special	0
Total	644
Probationary Certificates (as of April 13/82) (Substitute — 103)	215

School Finance

Table XXI
Grants to Schools, 1976-82

Grants to Schools	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Operating	$167,963,420	$184,480,706	$205,810,724	$220,795,873	$235,621,591	$258,651,878
Bldg. & Repairs	11,408,155	9,399,862	6,301,026	7,317,714	8,796,943	10,440,286
Total	$179,371,575	$193,880,568	$212,111,750	$228,113,587	$244,418,534	$269,092,164

Note: Exclusive of grants to schools operating under the administration of the Department of Northern Saskatchewan.

Table XXII
1981 Revenue Fund Receipts and Disbursements for All Schools Under the Administration of the Department of Education

	Rural Village Town	City Divisions	Rural (Unit) Divisions	Total
Revenue				
Net proceeds of taxes and grants in lieu of taxes	$4,486,471	$109,164,170	$110,286,346	$223,936,987
Provincial grants	5,733,926	107,967,450	142,500,849	256,202,225
Tuition fees	1,362,830	26,934,788	8,815,449	37,113,067
Other educational services		770,011	1,546	771,557
Ancillary services	15,919	1,593,803	850,855	2,460,577
Miscellaneous revenue	299,310	5,744,809	2,800,277	8,844,396
Total Revenues	$11,898,456	$252,175,031	$265,255,322	$529,328,809
Expenditures				
Administration	330,289	5,436,036	7,181,744	12,948,069
Instruction	7,518,985	176,562,914	164,471,746	348,553,645
Plant operation and maintenance	1,065,371	31,243,853	24,923,216	57,232,440
Payments to other divisions	984,925	15,890,006	12,579,155	29,454,086
Conveyance and related services	816,848	2,291,288	40,564,283	43,672,419
Ancillary services	4,098	1,747,004	297,387	2,048,489
Annual debt charges	648,566	14,356,252	12,464,814	27,469,632
Contributions to Capital	313,222	1,773,277	3,996,692	6,083,191
Reserves	56,485	1,964,703	925,390	2,946,578
Other educational services	2,707	743,253	53,727	799,687
Total Expenditures	$11,741,496	$252,008,586	$267,458,154	$531,208,236

School Finance

Table XXIII
School Divisions as at June 30, 1982

Public School Divisions, Rural	74
R.C.S. School Divisions, Rural	13
Public School Divisions, Urban	12
R.C.S. School Divisions, Urban	11
Total	110

Table XXIV
1981 Statement of Assets and Liabilities for All Schools Under the Administration of the Department of Education

	Rural Village, Town School Divisions	City School Divisions	Rural (Unit) School Divisions	Total
Capital Assets				
Land, building and equipment	$12,623,018	$313,112,863	$301,981,002	$627,716,883
Other capital assets	689,585	22,939,736	15,593,116	39,222,437
Revenue Assets				
Cash on hand and in bank	1,103,127	9,748,676	20,699,826	31,551,629
Due from taxes	660,866	7,875,103	12,578,142	21,114,111
Due from grants	448,241	2,476,439	3,870,306	6,794,986
Accounts receivable	159,013	2,409,782	3,084,387	5,653,182
Other assets	566,028	12,518,014	3,592,512	16,676,554
Total Assets	$16,249,878	$371,080,613	$361,399,291	$748,729,782
Capital Liabilities				
Debentures not due	2,404,844	75,523,027	43,065,542	120,993,413
Other capital liabilities	680,347	3,829,286	6,369,311	10,878,944
Revenue Liabilities				
Bank overdraft and loans	507,100	2,584,252	8,538,214	11,629,566
Deferred teachers' salaries	92,219	961,010	2,148,744	3,201,973
Accounts payable	278,512	11,443,307	6,115,735	17,837,554
Debentures overdue	8,587	184,879	325,775	519,241
Other revenue liabilities	38,441	2,477,950	380,630	2,897,021
Total Liabilities	$4,010,050	$97,003,711	$66,943,951	$167,957,712
Debentures Registered in 1981-82				$21,605,000